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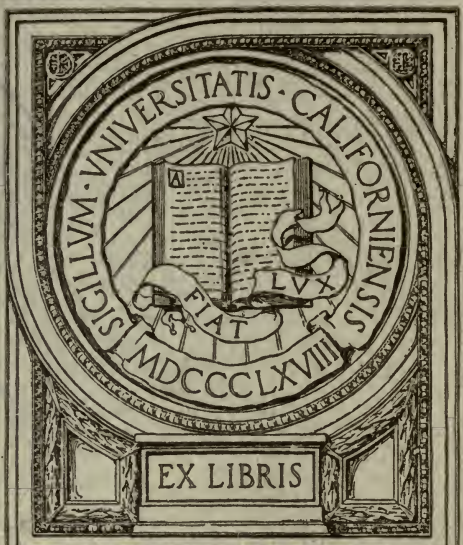
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VOCATIONAL SURVEY of MINNEAPOLIS 1913

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A VOCATIONAL SURVEY

OF

MINNEAPOLIS

PUBLISHED BY

The Minneapolis Teachers' Club

1913

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Introduction.

A year ago a group of men and women interested in the welfare of boys and girls, and somewhat acquainted with conditions that confront them upon their entrance into industrial life, decided that it was time to make a survey of the city. There had been much talk of training for the trades in the public schools; and apparently there was reasonable ground for this advocacy. We knew that in 1900 the people who worked in Minneapolis were distributed as follows:

In all gainful occupations	66,170	%
Agriculture	1,542	2.3
Professions	3,687	5.6
Domestic and Personal Service	12,818	19.4
Trade and Transportation	24,043	36.4
Manufacturing and Mechanical Pursuits	24,080	36.4

Moreover, the Civic and Commerce Association reported at the time of the "Made in Minneapolis" display that 40,000 persons were now engaged in manufacture in this city. This was not at wide variance with the general statistics of the 1910 census, which shows that our national population has increased 21%, but indicates a phenomenal figure for the growth of manufacture: an increase of 40.3% in those engaged in making things. It would be near the truth to say that about 40% of those in gainful occupations in Minneapolis are in manufacture and mechanical pursuits, and nearly the same number in trade and transportation. It was further evident from statistics that the skilled craftsmen of this city were divided among natives and foreign born in the ratio of one to six, and it was also clear that the intelligent classes from Northern Europe,—the Germans, Scandinavians, and English,—were not crossing the ocean to find here their future homes. Southeastern Europe was being emptied of its ignorant population, accustomed to a standard of life little better than that of the cattle with which they housed. These people had lived in a far-away industrial epoch, where implements were yet primitive and modern trades and machines unknown. It was absurd to look to these people to find trained workers to take the places of the five per cent who for one reason or another leave the ranks of skilled artisans every year or to find the other three per cent needed to do the added work of a rapidly growing community. What more natural than to turn to the public schools and ask of them a supply of skill? So here, as in most cities, there was much talk of trade training in our schools, and a rather aggressive insistence that this new work be undertaken. Was there a real demand? or was this a new educational fad sweeping across the country, to be lost in the great abyss of educational nostrums, along with vertical writing and basketry? That was to be determined.

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Educators are usually learned men; but this world generally does not ascribe to them an abundance of sound sense. These learned men have charge of the greatest plant in the world,—our schools. A half million employees are at work at an annual expense to the nation of $450,000,000. The product of this institution should be manhood and womanhood, efficient to take its place in the world of workers, and firmly established in habits of right thinking and noble action. Yet who is accounted efficient for the work of to-day? Certainly not the armorer, no matter how skilled,—for what need have we of him? Possibly not the boot maker; for the best and latest in boots come from big factories. And so rapidly do industries change that confusion awaits the man still using methods of ten years ago. No system of education can be efficient until the conditions of life to which pupils go are thoroughly known. No manufacturer would think of setting his machines to make "what-nots" or muzzle-loading guns; they were all right in their day but that day is now yesterday. The first thing for the man of business is to know what the market demands. And the managers of the schools must explore their market to know what is demanded of the education factory. That is the reason for this survey.

The Commission was made up of persons well known in the City and representative of differing interests. They were Henry F. Burt, Resident at Pillsbury Settlement House; George H. Elwell, Manufacturer and President of the Board of Education; Charles Fischer, Trades and Labor Assembly; George M. Gillette, President of the Minneapolis Steel and Machinery Co.; Albert Hedler, Principal of the Franklin School; Frank Hoffman, Statistician of the State Department of Labor; Lydia Herrick, Unity House; Lowell E. Jepson, President of the Winkley Artificial Limb Co.; Don D. Lescohier, State Department of Labor; Eugene T. Lies, Secretary of the Associated Charities; W. B. Northrop, Manager of the North Star Woolen Mills; D. H. Painter, Principal of the Adams School; Mrs. Anna H. Phelan, Department of Sociology, University of Minnesota; E. V. Robinson, Department of Economics, University of Minnesota; George E. Vincent, President of the University of Minnesota; Norman Wilde, Department of Psychology, University of Minnesota; W. F. Webster, Principal of East High School; S. Wirt Wiley, Secretary of the Young Men's Christian Association. During the year, Mr. Burt, Mr. Lies, and Mr. Hedler resigned their positions on account of removal from the city; in their places were appointed Anna Fox, Secretary of Jewish Charities; T. W. Gilbert, Assistant to the Superintendent of Schools; and Stiles P. Jones, Secretary of The Voters' League.

At the first meeting, Mr. Webster was chosen Chairman, and Miss Herrick, Secretary. Upon looking over the field, it was decided that to make a survey that would be of value, some paid worker who would give all her time to the project must be secured. This meant that money would be needed. Here was a piece of work essential for guidance in the next forward movement in our city's plan for education. And it was too big for a few persons to

carry. The logical thing was to seek for some organization to carry it through. It was very natural to turn to the Minneapolis Teachers' Club; for this group of men and women has fostered and aided many worthy enterprises, and has always shown a largeness in its action which has made its name honored throughout the city. The Committee was not mistaken in their belief; and to the hearty co-operation of the Teachers' Club is due in large measure the success of this survey.

It would be unjust to omit another agency in this work. The Board of Directors of Unity House, after learning from Miss Herrick the need and value of this work, donated the services of this trained social worker. To her wisdom and to the helpful attitude of Miss Caroline Crosby, the city of Minneapolis is largely indebted. This Committee desires to express its gratitude to both of these large-hearted organizations, the Minneapolis Teachers' Club and Unity House, for their generous support of this great enterprise.

After it was settled that the work could be carried through, the Committee selected Miss Emily Child as their agent in this survey; and to the enthusiasm and training of Miss Herrick and Miss Child, we are indebted for the completeness and accuracy of the report. It is no easy matter to get such intimate information about a family as was needed; for hardly anything was too personal to be of use. Just the matter of income is not easy to come at; for all people think that it is nobody's business how much they earn. And when worth in a community is decided on the basis of earning power, as as it is by many persons, it is easy to see why the tendency is always to make as good showing as possible.. Then when a stranger wishes to learn why a father is not at work while a frail mother goes down town every day to toil in some office building; or why, in a prosperous home, the son left school at fourteen, to accept three or four dollars a week in a candy store, very often native pride hesitates to speak, and resentment at such an inquisition seals the lips. Much kindness, patience, and tact are necessary; and in many cases frequent visits were needed to get on a good footing with the family. And to the honor of these ladies it should be said that they always succeeded; and they have left behind them many homes that to-day welcome them as true friends.

The next matter was to determine the scope of the survey. It was the unanimous opinion that whatever was done should be thoroughly done, so that the material should be complete and reliable. This of necessity narrowed the field. It was concluded to make a survey of children leaving school between the ages of fourteen and sixteen four years ago, and to know the complete history of each one included within the survey. The impossibility of covering the whole city was at once apparent. A selection was necessary. By no one could a selection be so wisely made as by the Superintendent of Schools, Dr. Charles M. Jordan. He named the Sheridan, Adams, Logan, Monroe, and Seward to represent the grade schools; and the Central and North to represent the high schools. These seven schools fairly represent the whole school

population; and whatever conditions were found in them, would approach very nearly the truth for the whole city. Toward the end of the year it was evident that more cases should be studied, and these additional ones were taken from the group of fourteen year old pupils who had left school with permission of Mr. C. E. Ashworth, Employment Agent of the Board of Education. This fact accounts for the large number of fourteen year old pupils included in the report.

Ten months were spent in gathering the information, and a month in studying it and getting it into shape for presentation. The tables have been arranged in the following order: 1st, a set of three tables, showing the sources of the material studied, by school, by age, by grade, and by nationality, and the causes of retardation; 2nd, a table showing upon whom the responsibility should be placed for the child's leaving school; 3rd, four tables setting forth the reasons for leaving school, and the economic status of the family; 4th, a table indicating the education of the children after leaving the public school; and 5th, five tables showing the industrial history of each child, his wages, the number of jobs, the kind of work, and his advancement. In the discussion comparisons are frequently made with similar reports from other cities; immediately following there will be found the conclusions reached by the Committee and recommendations for further work in the city.

Recommendations.

As a result of this survey, the Committee makes the following recommendations:

1. That as rapidly as would be economical, the schools be organized on the "six-three-and-three" plan, beginning differentiated courses in the B7 grade. These courses should follow three broad lines: (1) leading toward the academic courses in high schools: (2) toward the commercial courses, or directly to business; and (3) toward manual training in high school, or directly to manufacturing and mechanical pursuits.

2. That preparation for the trades can be best and most economically given in continuation schools, in which the instruction shall be closely related to working conditions, while the necessary skill shall be gained in actual work under the usual commercial conditions.

3. That the membership of the Thomas Arnold School be enlarged to include all boys who have reached the age of fifteen and have not yet reached the seventh grade. And that a similar school be organized for girls.

4. That a Department of Vocational Guidance be organized. It should attempt the following work: 1st, a survey of the business and industries of the city, giving accurate and complete information regarding the wages, hours of labor, chances of promotion, sanitation, and moral conditions of each occupation. 2nd, a survey to indicate clearly the value of the present courses of instruction in high school, not only the industrial and commercial courses, but every course in our schools; in this should be included a comparison with the product of business colleges and other schools, and the opinions of employers regarding the qualifications of the young persons in their employ. 3rd, vocational guidance, which shall assist a child with his parent to find his proper place at work; establish a bureau of information for employers and those seeking employment; at its discretion, within the law, issue all labor permits; and have general oversight of the boys and girls at work.

5. That a set of records be kept of each pupil, giving a complete account of his home conditions, his physical condition, and his mental and emotional characteristics, upon which information may be based a judgment concerning his future occupation.

6. That as an adjunct to the Board of Education an Advisory Commission of fifteen members, composed of employees, employers, and educators be established, whose duty it shall be to report changes in the demands of business and industry, and to advise modifications of the course of study to meet these new demands.

7. That a law should be enacted, making it mandatory that a

boy shall be either in school or at work up to his eighteenth year, and that the Department of Vocational Guidance be charged with the duty of enforcing such a provision.

8. That a School Census be taken of the city, the purpose being that all children of school age shall be in school, and that the Board of Education may have the benefit of this information in planning for the future of the city's school system.

9. That an age-grade census of all pupils in school be taken, to determine where retardation is taking place; this should be followed by a study of conditions in order to remove the causes of retardation.

10. That the Committee endorses the effort in the legislature to secure a Commission to report at the next session upon the whole subject of public charities, including the relief of destitute widows; and the idea embodied in a bill before the present legislature establishing a minimum wage for girls and women.

The Survey.

In obtaining the names of a representative group of boys and girls who left the schools of Minneapolis in 1907 or 1908 when they were between fourteen and sixteen years old, the following sources were used:

1. Schools records of the seven schools named in the introduction;

2. The general card catalogue file of pupils no longer in attendance at the public schools kept in the Superintendent's office at the Court House; and

3. The records of employment certificates granted to fourteen-year old children in the above years by the Special Truant Officer of the Public Schools.

From these records a tentative list was secured which was compared with the general school file at the Court House in order to eliminate those who had been transferred to other schools, who had re-entered school after once leaving, or who were known to have left the city.

The list of 543 names thus obtained was subject to further elimination upon calling at the homes. 185 were struck off the list for the following reasons:

Death of child	10
Removal of family from city	35
Inaccuracy of data as to the age or date at which the child left school	140

In six instances the information obtained remained incomplete because of lack of time for satisfactory interviews. The remaining 352 constitute the group with whom our study is concerned.

Table I.

SCHOOLS.

The following table shows the schools from which the 352 children left:

	North High	South High	East High	Central High	Sheridan	Monroe	Clay	Seward	Washington	Adams	Horace Mann	Emerson	Everett	Grant	Schiller	Bremer	Whittier	Logan	Humboldt	Holland	Greeley	Clinton	Pierce	Hamilton	Franklin	Blaine	Harrison	Corcoran	Van Cleve	Calhoun	Lincoln	Peabody	Rosedale	Longfellow	Holmes	Lowell	Sumner	Jackson	Parochial	Out of Town	Total
	High Schools				Grade Schools																																				
14 Years	13	1	3	5	11	7	2	6	1	6	1	1	2	2	3	5	5	5	4	2	2	1	1	2	5	2	2	1	1	1	2	1	1	1	1	1	6	4	14	2	139
15 Years	28	1		9	15	7		5		8								4	1																1		2			1	82
16 Years	33	3		18	22	12		2		27							1	7				1															5				131
Total	74	5	3	32	54	23	2	13	1	41	1	1	2	2	3	5	6	16	5	2	2	2	1	2	5	2	2	1	1	1	2	1	1	1	2	1	13	4	14	3	352

A REPRESENTATIVE RECORD.

Rebecca C., daughter of Russian Jew parents, left High School in 11 B, 1908, aged 16 years.

The parents, forty-six and forty-five years old respectively, came to New York from Southern Russian twenty-eight years ago. They remained in New York three years, the father following the tailor's trade, which he had learned in the old country.

Friends of the family persuaded them to come to Minneapolis. Speaking of this change the mother said, "When I lived in New York I knew that the work there was not enough for so many people to live on. The work is too hard there for people to live and do. Most people think it is Heaven, and they stop there for always with their families, and that is not right. The chances here are so much better for the people to work. They have more of fresh air and more rest."

They came to Minneapolis, taking up their residence in the Jewish district, in a neat little home of seven rooms, for which they paid fourteen dollars a month rent. The father has never been out of work for any great length of time, and the family have been unusually well. They lived entirely upon the earnings of the father, an average of seventy dollars a month, until the eldest son finished the first year of High School, when he went to work as a clerk. After this, and until his marriage in 1911, he helped the family financially. The family have recently purchased a beautiful new home, furnace heated and modern, in another section of the city. They furnished the entire house anew. They belong to no organization except the church. At the time Rebecca left school, there were still four children in school, a son just finishing the grades and three daughters in the grades.

Rebecca started to school at six years and was graduated from the grades at fourteen years. She comments on her having to leave school thus, "Well, I did not think my father could afford to keep me in school so long. We had a large family and I thought my father had done as much for me as he could afford to do. There were a lot of younger children, and, being the oldest, I felt the responsibility of them as an older girl does. I have always wanted an education with all my heart and soul. I longed to be an educated girl." On this the mother said, "The children could all have gone through school all right if they had helped themselves a little. You know in the old country it is so terrible, the children would never have had an education there. In that country only a few can have an education high up, and all the rest cannot have what they want. Here I am so ashamed of myself; for everyone is educated. And I never go to the schools and talk with the teachers because I have no education. But my children—they must have the education and know how to talk and enjoy things."

On the question of education Rebecca says, "I feel that a girl can go through High School and get a great deal out of it, because even then she feels that she has to start in and learn, and does not expect more than she ought to have. In fact, she does not expect as much as she really ought to have; and to be truthful, she lowers the standard of wages all the time. Now with the boys it is different. A boy is not willing to start in as he ought and work up after he has graduated from the High School. He wants to start in with something more than he deserves, and he feels himself terribly. If he can go on to the University, it is all right. It is planned for him to do that. I would take my brother out after a

year of High School, and let him work up for himself, knowing that he has everything to learn.''

''I certainly did not think the High School was practical when I was there. Of course the Commercial Course is all right, if you took four years of it; but I took only two, and when I got through with that— well, you know I had to go to Business College anyway. If there had been more practical courses in the High School, I would certainly have kept my brother in longer.''

Rebecca remained at home helping her mother for one year. She says, ''I was persuaded to go to the ———— Business College in St. Paul, because I had a friend going there at the same time. I saw a lot of girls who had gone to Business College earning good wages and having a lot of things that I wanted and couldn't have, and so I decided to get to work and learn something that would help me to earn a living.''

After she was graduated from the Business College, she joined an Agency from which she secured several temporary positions. She worked in these from two weeks to six months each. ''I made up my mind that I would stay in them as long as there was any opportunity, but that I would never stay in any place that did not offer advancement.'' She had almost no dictation in any of the places which she had held for a year and six months in all. Finally the Agency sent her to a Railroad office, where an expert stenographer was wanted. She said in answer to their question that she was an expert stenographer. ''Now, I was really shaking in my boots when I went there; but I gritted my teeth and said I am going to make a success of this and they won't be able to get along without me. Now, I think I have succeeded and they have treated me as white as any place possibly could. They have given me opportunity to do my work as I wanted to; they have given me good vacations and you would have nothing against them as employers if you know how to take care of yourself. Well, I feel that a boy or girl isn't worth anything, if he can't make an employer feel so. If a boy or girl will work for a little, he isn't worth any more. *Make yourself efficient and then ask for your proper wages.*''

''Yes, I had to ask for most of my raises. *If the High School would train the boys and girls so that they would be ready to go after something with assurance, then they could settle such things as wages when they go to work.* No one ought to be allowed to go to work for four dollars who is a graduate from High School, and that is what a lot of girls do.''

In her first position she received five dollars, and worked up to seven dollars as a stenographer. In her last position she started at ten dollars and worked up to thirteen dollars a week.

Rebecca is helping the younger children through school. The older girls are now in High School, which they are planning to finish. The younger brother who had one term in High School has completed a Business College course. Rebecca is saving money and has entirely supported herself since she started to work. She says, ''What is the use of getting an education at all, if you can't take care of yourself and save a little money? I am trying to save enough, so that I will have a few of the things that I want in the future.''

She rides to work and usually takes her lunch. She says she takes most of her recreation on Saturday afternoon and evening. ''I hardly ever go any place in the evening except to the Library or to take my music lesson.'' The mother says of the rest of the children, ''The girls have some one here all the time; but I want them to have their company here, and then I know where they are. They

have a good time and I let them have the house.'' She said of Rebecca's ambition, ''She works so much like that all the time and she never rests. It makes her too nervous.''

Rebecca says, ''The school should prepare you to enter a world of Commercialism. You are measured in this world by what money you can earn, and you can't tell me that that you are not. Now, no one cares how much Latin and Greek and History and all that stuff you know. They want to know whether you can take care of the goods in their department or office. Now, the school has a lot of faults beside this one. Even if you know what you want, they will not let you take it and then graduate. Why, the Principal had a hard and fast rule when I was there, and there wasn't much choice as to what you could take. How did they know what you wanted to be? Heaven and earth couldn't have made them change their minds; and what's more they knew a lot of boys and girls were leaving school because they couldn't adjust themselves. You would think if they ever found any youngster who knew what he wanted to be, they would let him do it and help him to it.''

Rebecca is a very tense person, tall and strong, with a splendid carriage. She is very neat in her dress and very confident in her manner. She said, ''I wish that I had a chance to tell the school what I have learned. I am extremely interested in this. Good Luck to you.''

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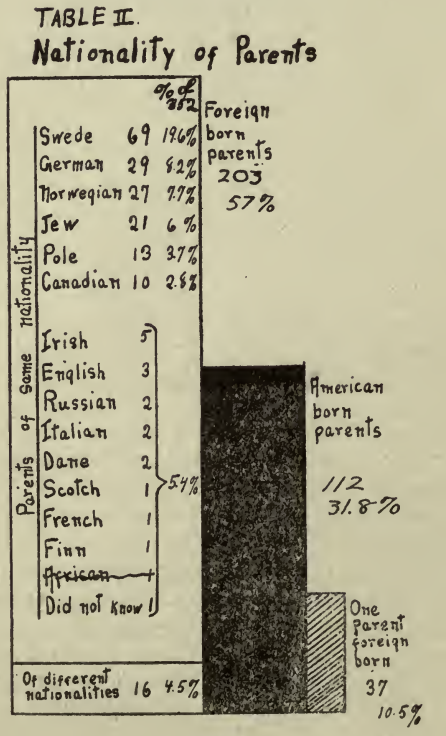
Table II.

NATIONALITY.



The nationality of the parents in the family as a unit is here shown. Thus 203 represents not the number of individual parents who were of foreign birth, but the number of families in which both parents were foreign born.

No comparison with statistics of population for the city is possible, owing to the fact that the Census Report records only the country of birth, without considering the racial extraction of a people. It may be of interest, however, to note the countries which are the chief source of the foreign born population (85,938) of Minneapolis. The figures are from the Census Report for 1910.

FOREIGN BORN POPULATION OF MINNEAPOLIS.

Sweden	26,455
Norway	16,401
Germany	8,653
Canada	7,492
Austria	6,104
Russia	5,675
Ireland	2,867
England	2,798
Denmark	2,025
Roumania	1,412
Hungary	1,108
Scotland	1,060
Finland	861
Italy	653
Greece	463
Switzerland	319
France	293
Other	599

Of the 352 children, 331, or 94%, were born in the United States. The remaining 21, or 6%, who are of foreign birth, are distributed as follows:

Jewish	9
Canadian	4
German	3
Swedish	1
Norwegian	1
Polish	1
English	1
Danish	1

Table III.

PRESENTATION OF THE GROUP.

	14 Yrs.		15 Yrs.		16 Yrs.		Total	Percent of 352
	Boys	Girls	Boys	Girls	Boys	Girls		
Non-graduate	52	12	19	11	34	26	154	43.7
Graduate	28	25	7	7	7	10	84	23.9
High School	16	6	23	15	34	20	114	32.4
Boys	96		49		75		220	62.5
Girls		43		33		56	132	37.5
Total	139		82		131		352	100.0
Percent of 352	39.5		23.3		37.2			

Two general classifications were made in arranging the group for study, a division by age and by grade in school at the time of leaving. The terms of the latter classification are used as follows:

Non-graduate: those who did not complete the grade school;

Graduate: 8 A graduates who did not enter high school;

High School: those who entered high school and remained for a time varying from 2 months to 2½ years. This classification was found to be more effective as a basis for comparison in the tables showing work and wages than the division by age as will be shown in the discussion of those tables.

Table IV.

SCHOOL GRADES.

Grade	14 yrs.	15 yrs.	16 yrs.	Total	Per cent of 352.
Third	1			1	.3
Fourth	6	8	2	8	2.3
Fifth	16	3	6	25	7.1
Sixth	13	6	13	32	9.1
Seventh	24	14	20	58	16.5
Eighth	57	21	36	114	32.4
High School					
1st year	22	29	31	82	23.3
2nd year		9	18	27	7.6
3rd year			5	5	1.4
Total	139	82	131	352	

A majority (72.2%) of the whole number left from the last two years of the grade school and the first year of the high school.

A comparison with the table on page 58, showing the total enrollment of the city by grades in 1908, has some value.

Grades	Boys	Per cent of 352	Girls	Per cent of 352
3-5	24	6.8	10	2.8
6	23	6.5	9	2.6
7	38	10.8	20	5.7
8	21	6.0	9	2.6
8A graduates	41	11.6	43	12.2
High School	73	20.7	41	11.6
Total	220	62.5	132	37.5

The per cents here show a larger number of boys than of girls leaving at all points except at the completion of the grades. The proportion bears out the generally accepted fact that girls fit more easily into the school routine than boys and drop out less readily before completing a recognized unit of the school course.

Table V.

RETARDATION.

Normal		Over age (retarded)						Under age (1 yr.)
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	Total.	
Boys	77	68	31	24	8	2	133	10
	35.0						60.5	4.5
Girls	53	35	16	11	7	1	70	9
	40.2						53	6.8
Total		103	47	35	15	3	203	
% of	352	29.3	13.3	9.9	4.3	.9		

Summary:

Total normal	130	36.9% of 352.
Total over-age	203	57.7% of 352.
Total under-age	19	5.4% of 352.

Although 203, or 57.7%, of the whole number of boys and girls are found to be retarded, 103, or slightly more than one half of this retarded group are only one year over-age. This leaves 100, or 28.4%, of the 352 children who are retarded two years or more.

The girls make a better scholastic showing than the boys, a smaller proportion being retarded and a larger proportion being one year in advance of the normal grade.

The question arises here, are the children foreign born parents more often retarded than the children of American parents? The following figures would seem to indicate an affirmative answer.

	Over age	Per cent of 352	Under age	Per cent of 352
One parent foreign-born	19	5.4	4	1.1
Both parents foreign-born	119	33.8	4	1.1
Parents American born	65	18.5	11	3.1

The attempt to estimate the causes of retardation leads to the following tabulation:

	Change of School				Sickness		Absence Due to Indifference of Parent	Out to Earn Money	Lack of Interest	Difficulty in Learning
City	Parochial	Country	Old Country		Child	Family				
3	9	5	8		22	12	17	13	73	41
Per cent of 352	7.1				9.7		4.8	3.7	20.7	11.7

The following comments by parents and children supplement the tabulation:

"We were put back two grades when we moved in from Osseo; and then we were kept back when we moved from one school to another here in town."

"Public school was harder than the Sisters' School and different. We didn't

have the same things. I hated to go and stayed out all I could.''

''I got tired of going to school. I have thought about it a lot, and I think I felt that way because I lost so much schooling when my mother was sick. When she felt bad, she didn't care whether I went to school or not, and I was young enough to think it was a fine thing to be able to stay out.''

''I thought when he got older maybe he could learn more. It didn't seem to make any difference what he studied or who his teacher was, he never could learn.''

Table VI.

RESPONSIBILITY FOR LEAVING SCHOOL.

	Parent		Child	Both	
	Refused further education	For specialized education		Necessity	Indifference
One parent foreign born	4	1	25	4	3
Both parents ofreign born	13	7	102	61	20
	6.4	3.4	50.3	30.1	9.8
Parents American born	2	5	65	36	4
	1.8	4.5	58.0	32.1	3.6
Total	19	13	192	101	27
Per cent of 352	5.4	3.7	54.5	28.7	7.7

A sifting of all information as to why the child left school resulted in placing the burden of responsibility clearly upon the parent or child in 224 families, 63.6% of the 352. In the remaining 128 families, no such division of responsibility was apparent. It was possible, however, to distinguish between those parents and children whose decision seemed determined by necessity, due either to the child's ill health or to an insufficient family income, and those who were merely indifferent to further education.

The nineteen parents who were unwilling to keep the child longer in school, were those whose ideal of education for the child had been fulfilled. It will be seen that a larger proportion of the total foreign born than of the American born parents are represented in this group; this is true also in the group indifferent to further education. On the other hand, the number of parents who gave the child specialized instruction as a preparation for work shows a larger proportion of American than of foreign born parents. Moreover, a higher percentage of Americans are influenced

by necessity; and American children lead the procession of those who determine for themselves whether they shall leave school.

It is worthy of note that more than half the whole number of children left at their own sweet will. The parents of these children in some instances opposed their leaving school; but many assumed that the fact that the child did not want to continue in school was ample proof that he would gain nothing by staying. Such remarks as the following are typical of this attitude.

"We wanted him to go to high school anyway a year; but he didn't want to, and it's no use trying to force a boy to go to school."

"What is the use of trying to give children an education when they won't have it?"

Remarks representative of the parents' educational ideal for the child are as follows:

"I think if children can come through the grade school by the time they are fourteen or fifteen, it is a good thing; but they ought not to stay longer if they have not gotten through by then. Of course education is a good thing, and some who are smart and can afford it ought to go to the University. But for workingmen's children a trade is better than education after the grade school. Children ought to take care of themselves after they are fifteen, as they do in the old country after they are confirmed."

"Of course the children need more education than me and my husband had. We got along all right; but nowadays the children have to know more. I am going to send the younger boys until they get confirmed."

"I was glad when they got old enough to go to work."

"A girl only needs enough money to keep her in clothes anyway. It is different with a boy. He needs more education, because he has to go farther. If the girls learn sewing or something like that I think it is different."

"If you send a girl to high school, maybe she will marry soon after leaving, and you don't get any good out of her."

"Mary wanted to go to high school awful bad, but I thought this way, we couldn't afford it. It costs a good deal to keep a child in school."

"Parents must be foolish that would take their children out of school before they have finished the grades."

"The two boys finished the grade school when they were thirteen, and we were very anxious that they go through high school. We would have made sacrifices to put them both through high school, if it had been necessary to do so; but they both left before they had been there a year. They lost all interest and I could see that it was impossible for them to go on in that way."

"It was our disgrace to have the children stop their school."

"The boy stuttered so that he was growing stubborn and horrid. I took him out to save him any more embarrassment."

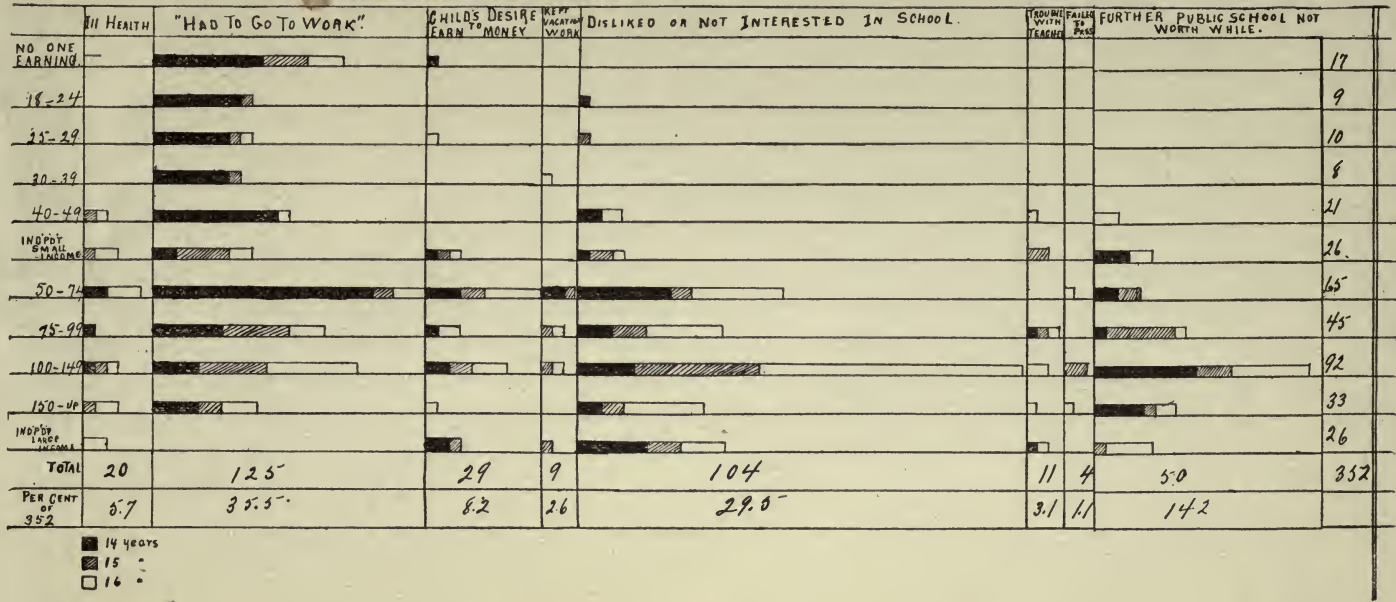
"We couldn't keep George in school. It wasn't the books that we minded so much as the clothes. He would have to be dressed good to go to school."

"I would as soon think of starving the children as cutting them off from any education we could afford to give them."

"I tell you that boy was so smart he didn't need to go to high school."

"I feel sorry that the school hasn't learned the value of men teachers above a certain grade, say the sixth. These children need men, and good men, too; and they make a great mistake by not having them in the grades."

REASONS FOR LEAVING SCHOOL.



No One Earning.									17
18-24									9
25-29									10
30-39									8
40-49									21
Ind'pt Small Income									26
50-74									65
75-99									45
100-149									92
150-up									33
Ind'pt Large Income									26
Total	20	125	29	9	104	11	4	50	352
Per Cent of 352	5.7	35.5	8.2	2.6	29.5	3.1	1.1	14.2	

Table VII.

This table classifies the reasons for leaving school according to the statements made by parent and child. The "Had to go to work" group represents the statement of the parent; when the child alone felt the need of earning money, he is classified under "Child's desire to earn money." In the group of those who disliked or were not interested in school are those who were "too big" for their grade, those who "could not learn," those, who, being "hand-minded," were indifferent to instruction from books, and boys who rebelled against the inactive life of the school room. The classification "Further public school not worth while" brings to the front the vocational motive of both parent and child in education. Of this group many took special courses after leaving school, others went directly to work in the belief that "practical experience is better than schooling."

The incomes given represent the combined earnings of all members of the family at the time the child left school. The classification "independent small income" covers such income as that from a small confectionery, from the rental of rooms, a small inherited income, or the earnings of a junk peddler. "Independent large income" is used to classify the income from a prosperous bakery or grocery, and the earnings of such a business as bridge and pile contracting. It was difficult to estimate the monthly average of such incomes.

The graphic form of the table calls attention to the fact that the **majority of fourteen year children are in the low income divisions of the "Had to go to work" group, while the majority of the sixteen year old children are found in the higher income divisions of the "Disliked or not interested in school" group.**

Representative remarks on reasons for leaving school are quoted:

TO EARN MONEY.

"I had to leave, but that wasn't the only reason. I had an idea in my head that I wanted to get out and earn money."

"I was growing up to be a young lady, and I wanted clothes that were reasonable. I intended to go back after I had earned some money."

"I could have stayed in school longer, but you don't like to ask your father for all the things that you need in high school. You had to have so many more clothes than you need if you go to Business College. You like to dress like the girls do in high school, or else you hate to go."

HAD TO GO TO WORK.

BOY.

"There are nine of us children and I am the oldest so I had to help my father. I worked as telegraph messenger after school till about 11 o'clock at

night. I was so tired every day in school that I couldn't learn much. At last I gave up trying to get through the grades."

"I had to leave on account of my folks was down and out."

GIRL.

"I liked high school and wished I could keep on with it, but my two sisters were working to support the family and I had to do something to help. At the time I probably did not say that I had to leave, but that was the real reason. I don't believe anyone leaves school because they want to. They are just ashamed to give the true reason."

DISLIKED OR NOT INTERESTED IN SCHOOL.

BOYS.

"I wouldn't go to school any longer. No one could make me."

"I merely quit because most of my friends were quitting."

"I did not like the way they did things in school. I don't have anything to do with anything that looks like it either. I haven't had anything to do with school since I left. They just put me out bodily."

"The reason that I left high school was that there were too many dry studies altogether."

"I got disgusted with school and wanted to work. The trouble with me was that I didn't take enough interest and wouldn't study. I hadn't no more than quit when I wished I was back."

"I was tired going to school and I wanted to get out sunny days."

"I didn't like the idea of sitting still in school all day and chewing the rag with the teacher."

"If you gave John hammer and nails and set him to doing something, he was all right. He told me when manual training was discontinued in his grade that there was nothing to stay in school for. His teacher helped me get a permit for him." (Mother a widow.)

"The boy didn't want to stay in school. Goodness only knows we tried hard enough to make him. It wasn't because he was not good in his work; and it was not because he was not interested in learning things, because all my children are anxious to learn. I know now that he would have been interested in the Agricultural School, but I was always talking Dentist to him then."

"His teacher from the grade school advised him to take the Commercial Course in high school and he did, but he started wrong. He was of a mechanical turn of mind and so he didn't like it. He has often said since that if he had been studying anything about machines he would have been crazy about school. If the school would keep in closer touch with the boys and girls, it would benefit the school as well as the boys and girls."

GIRLS.

"Well, if you want to know the truth, I didn't care for school at all. I really couldn't bear to go. I was awfully glad when I was out. I didn't pass

one time and I don't think the teachers care much about you when you are not up to grade, and they don't make it very interesting for you. It wasn't that I didn't want to know anything—I wanted to study, but I was always unhappy in school as far back as I can remember. Of course, I hated some things, and it is hard when you are a child to learn things you haven't the least interest in. I feel the same way about those things now."

"I never could seem to learn very well. I was a lot more interested in keeping house. I loved to stay at home and do the house work."

"I do not think it is important for a girl to have any more education than the 8th grade. They have other plans, and there isn't anything in school that would need to keep a girl in school longer than that."

TROUBLE WITH THE TEACHER.

"That teacher put me off the track. I couldn't stand it to go to school any longer."

We were certainly anxious to have him stay in school and get a good education; but it just seemed impossible to have him stay, for he certainly did not get along with the teacher that he had at the last."

"I was always having to go to school to see about something about John, and he wasn't a bad boy either; for he has never been impudent to me in all my life. The teacher said the last time, "It is his refusal to do certain things that I cannot have." So he didn't go back and he seemed to feel so bad about it that I didn't make him. No one came to see about him, but I think if they had he would have gone back all right. I had more trouble with him in that one room than I did with all my children all through school."

FAILURE TO PASS.

"I couldn't pass in Grammar. I hated it. I think I would hate it just as bad now. I think the schools make a great mistake by not passing a fellow when he can pass in all but one subject. If you keep a fellow back, he isn't going to high school if he is a great big fellow with a lot of little fellows."

"I didn't pass from B 8th. That was mostly why I quit. I had intended to go to high school but I wanted to go with my class."

FURTHER PUBLIC SCHOOL NOT WORTH WHILE.

"When I was in grade school I enjoyed it and I worked hard there; but when I got to high school there was nothing to hold me: I was not working to a purpose."

"I did not think I could go through the University, and I do not think a fellow can get much out of high school unless he can go on. The courses are all planned for the fellows who can go on in school. I was planning to go into some sort of business; and if I had thought any of the work would help me in business, I would have stayed all right."

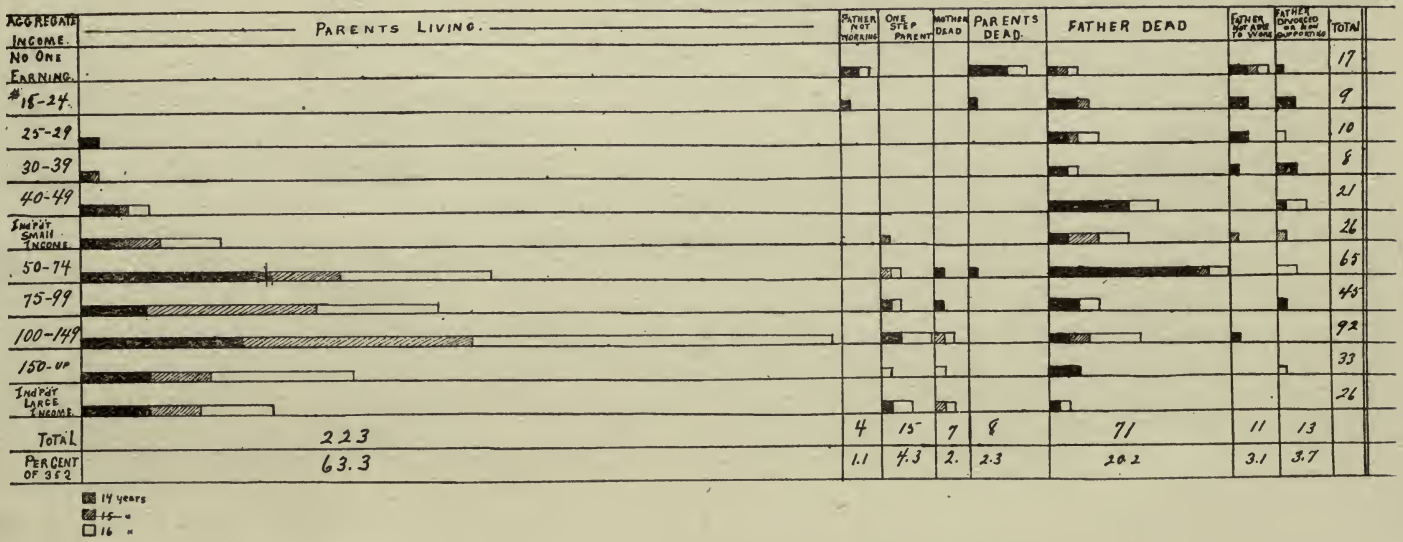
''All of us can't be professional men and we can't afford to be going to school just to be cultured. There is nothing practical in the high school course, especially in the last two years. You can get all that will help you at all in business in the first two years.''

''I wanted to take German instead of Latin in the last two years of high school, but they wouldn't let me do it and graduate. Now I liked Latin, but I had a position promised me when I should get through school in which my future depended on my knowledge of German. Later the principal told me that I could come back; but it was too late, for I was already at work.''

John said, ''Mother, I want to be doing something that counts. That school work doesn't half satisfy me.''

Table VIII.

PARENTAL CONDITION



The graphic table presenting parental condition at the time the child left school shows that there are 249 families (including "parents living," "father out of work," "one step-parent") in which the father is a wage earner for the family. In the remaining 103 families, 29.3% of the 352, an abnormal condition existed resulting from the death of both parents, or the death, divorce, non-support, or physical disability of the father. There are represented in this number eight orphans, seventy-one widows, and twenty-five families not supported by the father. In nine of the twenty-five families, the father was permanently disabled by sickness; in five the parents had been long divorced; and in eight the father did not assume the responsibility for the support of the family, because of his drunkenness, periodical desertion, or the separation of the parents. In the three remaining families, two fathers were unable to work because of temporary illness; and one father, whose desertion was the cause of the child's leaving school, later returned and resumed his responsibilities.

Certain facts are brought to the attention by the graphic form of the table. In the classifications of families in which a father was not contributing to the family income, the fourteen-year old children are found to predominate, there being sixty-five of the fourteen-year, fifteen of the fifteen-year, and twenty-seven of the sixteen-year group entered under the headings: 'parents dead,' 'father not able to work,' 'father out of work,' and 'father divorced or non-supporting.' In the classifications 'parents living,' 'one step-parent,' and 'mother dead,' the sixteen-year group has the largest representation.

A dividing line in the table drawn between the income divisions at $75 shows a total of 156 (44.3%) above the line and 196 (55.7%) below. It will be noted that the largest part of the groups classifying families abnormal in parental condition are included in the lower income divisions above the line, while the groups containing the more normal families are largely represented in the higher incomes below the line.

Table IX.

Economic Status of Families

Father's earnings per month	Total	Percent of 352	Number of mothers earning	Children's Earnings (per month)									Additional Income				Homes owned
				Orphans	No children earning	8-10-14	15-24	25-29	30-39	40-49	50-74	75-	Total number earning	House rent	Rooms and Boarders	Other income	Total	
Total			55	8	131	29	19	19	27	36	42	53	218	32	11	72	115	169
None	107	30.4	44	8	37	6	6	2	5	11	15	17	62	7	7	36	50	91
Intermittent day labor	11	3.1	1		7	1				2		1	4					
$ 35-39	6	1.7			1	2	1	1	1				5					3
39-40	22	6.2	1		5	3	2	1	3	2		6	17	1	3	3	7	6
Independent small income	19	5.4			9	1	2	2	1	1	1	2	10	1		4	5	13
50-74	85	24.2	3		28	5	6	4	6	10	12	14	57	8		7	15	43
76-99	48	13.6			15	4	2	1	7	5	8	6	39	10		6	16	27
100-149	31	8.8			15	1		2	2	3	4	4	16	2	1	7	10	20
150-	2	.6			2								2			2	2	2
Independent large income	21	6.0			12				2	2	2	3	9	3		7	10	19
Total	352		65	8	131	29	19	19	27	36	42	53	218	32	11	72	115	169
Percent of 352			18.6										60.5				32.7	46.3

This table shows the sources of the family income at the time the child left school. The earnings of the father and of the older children in the family are given separately and other sources of income such as mother's earnings, house rent, and roomers or boarders are indicated. The classification "other" additional income includes the assistance given by friends or relatives, small inherited sums of money, or the income from invested money.

There are 107 families in which no father was contributing to the family income, as shown in the previous table. In this group, too, are found forty-nine of the fifty-five mothers who were wage earners and sixty-two of the 213 families in which children were earning. In thirty-seven families the mother was the only wage earner for the family. A small additional income supplements the earnings in fifty of the families. The aggregate income as shown in Table 8 is less than $75 a month for eighty-six, or 80.4% of the 107 families, and $75 a month or over in the remaining twenty-one families.

The classification 'intermittent day labor' was used in recording the father's earnings because, although difficult to estimate, the amount thus earned seemed in every instance insufficient for the support of the family. The average family in this group was eight, a fact which may explain why there was only one mother earning. The fact that in only four of these eleven families were there older children at work, and that in none of them was there other additional income, suggests their economic status.

The following figures apply to the whole 352 families.

Average family	5.7
Homes owned	163
Average rent paid	$12.60 a month
Average earnings of children in the 213 families	$48.56 a month

At this point it will be interesting to study the contribution to the family income made by the 352 boys and girls of the group since they left school.

Twelve girls and four boys are married and have homes of their own. Two boys are in penal institutions. Nine girls and twenty-two boys either have no home, or have sought work out of the city and are living away from home. The following figures apply to the remaining 111 girls, and 192 boys:

	Girls	Per cent of all girls.	Boys	Per cent of all.
Number who "turn all money in" to home	47	35.7	106	48.1
Number who pay regular board at home	16	12.2	57	23.2
Total	63	47.9	157	71.3
Number who do not pay board	48	36.5	35	16.2
Number saving money	15	11.4	69	31.1
Number boys and girls who are the sole support of their mother or themselves	24			

The wage tables, showing the comparative earnings of boys and girls, are the best commentary on these figures, for they indicate that it would be difficult for a girl to save money out of her wages.

Table X.

ANALYSIS OF "HAD TO GO TO WORK" GROUP.

	Average first weekly wage of child	Average number in family	Widows	Homes owned	Non-graduate	Graduate	High School	Total
No one earning and $18-74 a month	$4.48	5.6	33	14	50	18	7	75
$75 a month and over	$4.91	6.4	18	20	24	12	14	50
Averages and totals	$4.70	6.	51	34	74	30	21.	125

The following points may be noted in the make-up of the group: a. 74, or 59.2% of the group (125), left school before completing the grades; b. 51, or 71.8% of the total number of widows are represented in the group; c. 34, or 27.2% of the 125 families, owned their own homes.

Since this group is determined from the parent's statement, some whose circumstances would seem to warrant it are not included here, notably the children of the twenty widows represented in other groups of the "Reasons for Leaving" table. Some also are placed in this group on the parent's statement who would not otherwise have been included.

Of the 156 families represented in Table 8 as having an aggregate income of less than $75 a month, only 75, or 48.1%, are found in this group. But of the 196 having an income of more than $75 a month, 50, or 25.5%, are found here. These figures emphasize the fact that real economic pressures did not exist in all of the families in which the parent said that the child had to leave school.

Table XI.

Education After Leaving School

	Public School			Business Course	The Brothers' School	Correspondence Course	Y.M.C.A. Evening Course	Railway mail service	Music and dramatic	Telegraphy	Total
	Grade	High School	Evening School								
Ill-health		1		3				1	1		6
Had to go to work	1	1	18	10		2	5		2		39
Child's desire to earn money		4	1	6			2		2		15
Kept vacation work				3		2					5
Disliked or not interested in school	1		3	11		5	3	1	4	2	30
Trouble with the teacher			1	3	1						5
Failure to pass			1								1
Further public school not worth while		2		23	2	1	3		2	1	34
Total	2	8	24	59	3	10	13	2	11	3	135
Percent of 352	9.7			17.6				11.1			38.4

Of the 135 represented in this table, 111, or 31.6% of the whole group (352), voluntarily returned to grade or high school for further work, or they paid for instruction given by the Y. M. C. A., or by a commercial institution. The 24 not included in this number were required to attend public evening school by the terms of their Employment Certificate, but took no further work.

The reasons for leaving school are given here, since it is of interest to know the relation existing between the number represented in this table and the total in each group of the Reasons For Leaving table. The tabulation for those who voluntarily took further education is as follows:

	Total in group	Number who took further education	% of total in group
Further public school not worth while	50	34	68.0
Kept vacation work	9	5	55.1
Child's desire to earn money	29	14	49.0
Disliked or not interested in school	104	27	24.3
Had to go to work	125	21	16.3
Ill health	20	6	30.0
Trouble with teacher	11	4	36.4

ESTIMATED AMOUNT PAID OUT BY THOSE WHO TOOK BUSINESS COURSES—$4425.00.

(The cost for each course is counted as $75).

COMMENTS BY PARENTS AND CHILDREN:

"I wanted to be more educated and I thought I would take up work in evening school. I did learn some things I had forgotten about, like fractions; but it was too hard on the nerves after working all day so I gave it up."

"I went to evening school several winters. I had about the same work all the time, but at least it kept me from forgetting what I had learned before I left school."

"John was supposed to be going to school, and he did start; but of course he never finished."

"John started to night school, but he could not make it. He was too tired, and he did not like it."

"I always thought I would go to evening school, but I never seemed to feel like it when I got through work."

"I started in to take an evening course, but you know how it is. I was tired after I had worked all day, and the first thing I knew some one was whistling outside my window."

"I wouldn't be doing factory work now if I had gone on to High School."

"We had always had dreams of the children doing nice work; and when Mary could not get a good position because she did not have enough education, it made me feel terrible."

"The thing that bothers me more now is that John cannot get any farther unless he had some more education. He needs more education to be worth what he has to have to earn a living. He asked for more money where he is working because he needs it; but I do not think he is worth it."

"I have always thought if I had more education it would be easier to find something to do."

"I took all the things in evening school that I saw I needed after I had been at work a long time. I saw, too, that I could never get ahead there or anywhere else probably, unless I had some more education."

"I would be a much better stenographer to-day if I had more general education and I could earn $65 a month easily. I have had one such position, but I couldn't keep it because I didn't know enough."

"I'd give anything now if I had a good education. In the work that I am in now I realize that I can never get up as high as I want to unless I can take up more education. All the men who have taken up travelling salesmanship and been successful have had a better education than I have. All the fellows know that they cannot expect to make good unless they have more education."

TABLE XII.

WORK and WAGES - 1907-8.

		Agricultural Pursuits	Professional Service	Domestic and Personal Service	Trade and Transportation	Mfg. and Mechanical Pursuits	Miscellaneous	Total	Not Earning	$1.00-1.99	$2.00-2.99	$3.00-3.99	$4.00-4.99	$5.00-5.99	$6.00-6.99	$7.00-7.99	$8.00-8.99	$9.00-9.99	$10.00-12.50	Own Business	Total	Average Wage
Whole Total		2	1	28	230	89	2	352	11	4	9	63	56	65	73	33	12	7	18	1	352	
14 yrs.	Non-Graduate			1	9	2		12				11		1							12	3.67
	Graduate			1	20	4		25	3		2	10	3	3	2		2				25	4.00
	High School				5	1		6				1		3		1	1				6	6.00
15 yrs. Girls	Non-Graduate			1	8	2		11			1	2	4	1	2	1					11	4.86
	Graduate				5	2		7				1	3	2	1						7	4.93
	High School			1	13	1		15	1			4	2	2	2	1	3				15	5.33
16 yrs.	Non-Graduate			5	17	4		26	5		1	5	6	3	5	1					26	3.98
	Graduate			4	5	1		10	1		3	2	1	1	2						10	3.73
	High School			3	14	3		20	1	3		1	1	6	3	3	2				20	5.23
	Total			16	96	20			11	3	7	37	20	22	17	7	8					
14 yrs.	Non-Graduate			1	31	20		52				9	7	16	10	5		2	3		52	5.89
	Graduate			3	19	5	1	28			1	5	11	2	5	2		1	1		28	5.31
	High School				10	6		16				2	2	4	3	2	1		2		16	6.47
15 yrs. Boys	Non-Graduate			1	12	6		19				4	4	4	3	1	1	2			19	5.71
	Graduate				5	2		7				2	2	2	1						7	4.75
	High School			2	19	2		23				2	2	3	10	2	1		3		23	6.72
16 yrs.	Non-Graduate	1		3	10	20		34				1	3	8	13	5			3	1	34	6.38
	Graduate			1	2	3	1	7					2	2	2	1					7	5.79
	High School	1	1	1	26	5		34		1	1	1	3	2	9	8	1	2	6		34	7.22
	Total	2	1	12	134	69	2			1	2	26	36	43	56	26	4	7	18	1		
Whole Total		2	1	28	230	89	2	352	11	4	9	63	56	65	73	33	12	7	18	1	352	
Per Cent		.6	.3	7.9	65.3	25.3	.6		3.1	1.1	2.6	17.8	15.9	18.4	20.7	9.4	3.4	2.1	5.1	.3		

Table XIII

TABLE XIII.

WORK AND WAGES. 1912.

		Agricultural Pursuits	Professional Service	Domestic and Personal Service	Trade and Transportation	Manufacturing and Mechanical Industries	Miscellaneous.	Total	Not Earning	4.00-4.99	5.00-5.99	6.00-6.99	7.00-7.99	8.00-8.99	9.00-9.99	10.00-10.99	11.00-11.99	12.00-12.99	13.00-13.99	14.00-14.99	15.00-15.99	16.00-16.99	17.00-17.99	18.00-18.99	19.00-19.99	20.00-24.99	25.00-29.99	30.00 —	Did Not Know	Total	Weekly Wage.
Whole Total.		1	9	51	193	97	1	352	15	1	10	22	24	23	22	85	15	62	19	10	34	14	1	13	3	9	4	9	4	3	852	#
14 Yrs. Girls	Non-Graduate			4	6	2		12	2		2	3	3	1	1															12	5.92
	Graduate		1	1	19	4		25		1	2	1	3	5	2	3	3	4			1									25	9.50
	High School			1	5			6			1					4		1												6	10.00
15 Yrs. Girls	Non-Graduate			1	5	4	1	11				3	4	1	1			1									1			11	9.77
	Graduate		1		5	1		7				3		1	1			1									1			7	11.07
	High School			2	11	2		15	2			1	1	3	2	1	2	3												15	9.25
16 Yrs. Girls	Non-Graduate		1	7	11	7		26	4		3	7	6	3		2					1									26	6.50
	Graduate			3	6	1		10	1		1	1		1	2	2		1				1								10	8.95
	High School			7	11	2		20	6			1	2	2	1	1		2	1	1	1	1		1						20	8.10
	Total		3	26	79	28	1	132	15	1	9	20	19	17	10	13	5	13	1	1	3	2		1				2		132	
14 Yrs. Boys	Non-Graduate		1	12	24	15		52				1		2	7	7	7	10	6	1	7	1				2	1			52	13.81
	Graduate		1	1	14	12		28			1		1		3	2	3	1	4	6	1		1		2		1		1	28	13.68
	High School			1	9	6		16							3		4		1	1	1	1	2		1		1	1		16	16.33
15 Yrs. Boys	Non-Graduate			1	7	11		19					1	1	1	2		7	2		3			1			1			19	13.34
	Graduate		1		2	4		7					1			2		1				1			2					7	14.29
	High School		1	2	14	6		23						1	1	1		8	3		3	3			2		1			23	14.37
16 Yrs. Boys	Non-Graduate	1		7	14	12		34				1	2	1	2	2		9	1	2	5			4	1	1			2	34	13.76
	Graduate		1	1	2	3		7									1	3						2				1		7	16.76
	High School		1		25	5		34							1	2		4	5		6	5		2	2	1	2	2	2	34	17.15
	Total	1	6	25	114	74		220			1	2	5	6	12	22	10	49	18	9	31	12	1	12	3	9	4	7	4	3	220	
Whole Total		1	9	51	193	97	1	352	15	1	10	22	24	23	22	85	15	62	19	10	34	14	1	13	3	9	4	9	4	3	352	
Per Cent		.3	2.5	14.5	54.8	27.6	.3		4.3	.3	2.8	6.2	6.8	6.5	6.3	24.1	4.3	17.6	5.4	2.8	9.7	3.9	.3	3.7	.9	2.6	1.1	2.6	1.1	.9		

* Girls - at Home
X In Business With Father.

Wages of Children — Given by the Week.

From these tables we find the boys and girls distributed among the gainful occupations as follows:

1907-8		1912
.6%	AGRICULTURE	.3%
.3	PROFESSIONAL SERVICE	2.6
7.9	DOMESTIC AND PERSONAL SERVICE	14.3
65.3	TRADE AND TRANSPORTATION	54.8
24.3	MANUFACTURING AND MECHANICAL	27.2
.6	MISCELLANEOUS	.3

The large gain in the "Domestic and Personal Service" in 1912 is an interesting thing to note. The increase in number seems to have been drawn from the Non-Graduate children.

Fifteen different trades in the beginning are to be contrasted with twenty-eight in 1912.

OCCUPATIONS AT STARTING WORK.

AGRICULTURAL PURSUITS:

	Boys.			Girls.			
	Non.	Grad.	H. S.	Non.	Grad.	H. S.	Total
Farm Hand	1	...	...	...	...	...	1
Farmer	...	...	1	...	...	...	1
	1	...	1 (2)	...	...	...	2

PROFESSIONAL SERVICE:

Actor	...	...	1	...	...	...	1
	...	...	1 (1)	...	...	...	1

DOMESTIC AND PERSONAL PURSUITS:

	Boys.			Girls.			
	Non.	Grad.	H. S.	Non.	Grad.	H. S.	Total
Nurse maid	...	...	...	1	...	1	2
House work	...	...	...	1	1	1	3
House work at home	...	...	...	2	1	2	5
Laundry work	...	...	...	2	1		3
Bell Boy	...	2	...	...	...	...	2
Elevator boy	...	...	2	...	...	...	2
Waiter	1	...	...	...	...	...	1
Laborers (a)	4	2	1	...	...	...	7
Hairdressing	...	...	...	1	2	...	3
	5	4	3 (12)	7	5	4 (16)	28

TRADE AND TRANSPORTATION:

Messenger	14	–	–	–	–	–	14
Errands	15	16	12	3	...	1	37
Office boy or girl	1	1	10	...	2	...	14
Cash	1	4	–	9	8	1	23
Stock	4	1	4	4	2	1	16
Bundle boy or girl	2	–	1	1	2	1	7
Soda Fountain	...	1	1	...	...	...	2
Driver (b)	8	1	4	...	...	...	13
Ass't shipping clerk	2	...	3	...	...	...	5
Clerical office	3	2	15	5	6	9	40
Telephone operator	...	...	–	4	5	3	12
Sales clerk	3	...	1	5	...	6	15
Cashier	...	–	...	2	...	2	4
Stenographer (c)	...	...	2	1	5	8	16
Book-keeper	...	–	1	...	...	...	1
City salesman	...	–	1	...	...	...	1
	53	26	55 (134)	34	30	32 (96)	230

MANUFACTURING AND MECHANICAL PURSUITS:

Misc. factory work	31	5	4	4	2	3	49
Machine operator	1	1	...	2	1	...	5
Laboratory helper	1	...	...	...	...	...	1
Stationary fireman	...	...	1	...	...	...	1
Automobile mechanic	...	...	2	...	...	...	2
Whip maker	1	...	...	...	...	...	1
Baker	2	...	...	...	...	...	2
Tinner	2	...	...	...	...	...	2
Machinist	3	...	1	...	...	...	4
Iron-worker	1	...	1	...	...	...	2
Carpenter	...	...	1	...	...	...	1
Brick layer	...	...	1	...	...	...	1
Printer	1	3	...	...	...	...	4
Butcher	...	1	...	...	...	...	1
Electric worker	...	...	2	...	...	...	2
Plumber	1	...	...	...	...	...	1
Painter & paper hanger	1	...	...	...	...	...	1
Jeweler	1	...	...	...	...	...	1
Milliner	...	...	...	2	2	2	6
Dressmaker	...	...	...	...	2	...	2
	46	10	13 (69)	8	7	5 (20)	89

MISCELLANEOUS:

	Boys.			Girls.			
	Non.	Grad.	H. S.	Non.	Grad.	H. S.	Total
Running Merry-go-Round	..	1	..	..	..	..	1
Miscellaneous jobs	..	1	..	..	..	..	1
	..	2	.. (2)	..	..	..	2
							352

(a) Fourteen years.

(b) Only one sixteen years old.

(c) All sixteen years old.

Just at this point it will be interesting to note the occupations of all the boys and girls out of school on labor permits on February fifteenth of this year (1913.)

GIRLS, 152.

Box making	5
Bundling	3
Cookies, Icing	3
packing	6
wrapping	4
Cashier	8
Candy, dipping	3
packing	5
Clerking	12
Errands	1
Housework	4
Labelling	2
Laundry, folding	2
ironing	1
shaking	9
Mechanic's helper	5
Millinery apprentice	2
Office work	3
Picking seeds	2
Running cash	55
Silver custodian	2
Stock clerk	4
Telephone operator	9
Waitress	2

Bell hop	2
Box making	4
Bundling	4
Cashier	1
Clerking	10
Driving	8
Mechanic's Helpers	61
Messengers	47
Office work	22
Running cash	4
Rivet heating	3
Running errands	56
Special delivery	28
Stock clerk	7
Tobacco stripping	1
Trucking	1
Typesetting	2
Usher	1
Waiter	1
Water carriers	8

OCCUPATIONS IN 1912.

AGRICULTURAL PURSUITS:

	Boys.			Girls.			
	Non.	Grad.	H. S.	Non.	Grad.	H. S.	Total
Horse dealer	1	...	...	...	...	...	1
	1		... (1)	...	...	...	1

PROFESSIONAL SERVICE:

Newspaper reporter	...	1	...	...	...	...	1
Y. M. C. A. assistant	...	1	...	...	...	...	1
Dancing teacher	1	...	...	...	...	...	1
Music teacher	...	...	...	...	1	...	1
Stage	...	1	2	1	1	...	5
	1	3	2 (6)	1	2	... (3)	9

DOMESTIC AND PERSONAL SERVICE:

Laundry work	1	1	...	2	...	...	4
House work	...	...	...	2	...	...	2
House work at home	...	...	...	7	2	8	17
Elevator man	3	...	1	...	...	...	4
Paving work	3	...	...	...	...	...	3
Laborers	13	1	2	...	...	...	16
Ushers	...	...	...	...	...	1	1
Hair dresser	...	...	...	1	2	1	4
	20	2	3 (25)	12	4	10 (26)	51

TRADE AND TRANSPORTATION:

Special delivery	...	...	1	...	...	...	1
Shipper	6	2	2	...	...	...	10
Driver	11	2	3	...	...	...	16
Collector	1	...	...	...	...	...	1
Demonstrator	...	...	...	...	1	...	1
Telephone operator	...	...	...	4	2	...	6
Running soda fountain	...	...	1	...	...	...	1
Stock clerk	2	...	2	1	...	...	5
Sales clerk	4	2	...	9	3	4	22
Cashier	...	...	...	...	2	1	3
Stenographer	...	...	2	...	12	10	24
Book-keeper	...	2	6	1	1	...	10
Wholesale order clerk	3	1	2	...	...	...	6
Travelling salesman	1	...	1	...	...	...	2
City salesman	...	2	4	...	...	...	6
Inspector	2	...	...	...	...	...	2
Office clerks, Bank	...	...	4	...	...	...	4
Railroad	...	...	7	...	1	1	9
Broker	...	...	2	...	...	...	2
Other	9	3	8	7	8	9	44
Telegraph operator	1	...	...	...	...	...	1
Assistant buyer	...	1	1	...	...	1	3
Assistant manager	...	...	1	...	...	1	2
Own business	1	1	3	...	...	...	5
Railroad work	4	2	1	...	...	...	7
	45	18	51 (114)	22	30	27 (79)	193

MISCELLANEOUS:

	Boys.			Girls.			
	Non.	Grad.	H. S.	Non.	Grad.	H. S.	Total
Prostitute (a)	...	...	...	1	...	...	1

(a) A fourteen year old girl who began as a messenger. 352

MANUFACTURING AND MECHANICAL PURSUITS:

Factory work							
Machine operator	2	...	1	5	1	2	11
General work	8	1	...	6	4	...	19
Gold weigher	...	...	...	...	...	1	1
Milliner	...	...	...	2	...	1	3
Dressmaker	...	...	...	...	1	...	1
Stationary fireman	...	...	1	...	...	...	1
Running theatre lantern	1	...	...	...	...	...	1
Picture framer	1	...	...	...	...	...	1
Railroad shop helper	1	...	...	...	...	...	1
Mechanic	2	...	2	...	...	...	4
Machinist	2	1	1	...	...	...	4
Installing telephones	...	...	1	...	...	...	1
Electricians	4	...	...	...	...	...	4
Boiler maker	1	...	...	...	...	...	1
Plumber	1	...	...	...	...	...	1
Steam fitter	1	...	1	...	...	...	2
Shop drafter	...	...	1	...	...	...	1
Pattern maker	...	1	...	...	...	...	1
Surveying crew worker	...	1	1	...	...	...	2
Photographer	...	1	...	...	...	...	1
Glass beveller	1	...	...	...	...	...	1
Jeweller	...	1	3	...	...	...	4
Mechanical dentist	1	1	...	...	...	...	2
Printer	3	6	3	...	...	...	12
Carpenter	2	...	...	...	...	...	2
Iron worker	1	...	...	...	...	...	1
Sign painter	1	1	...	...	...	...	2
Painter & paper hanger	1	...	...	...	...	...	1
Whip maker	1	...	...	...	...	...	1
Butcher	...	1	1	...	...	...	2
Tinner	2	...	...	...	...	...	2
Brick layer	...	...	1	...	...	...	1
Baker	...	1	...	...	...	...	1
Maltster	...	1	...	...	...	...	1
Beer bottler	1	2	...	...	...	...	3
	38	19	17 (74)	13	6	4 (23)	97

In "Domestic and Personal Service," two of the High School boys listed were fourteen years of age. They are found in the same classification in 1912.

In "Trade and Transportation" eleven of the seventeen drivers are fourteen years old. Only four of the total number were High School boys and these were automobile truck drivers.

Thirty-eight of the forty-four errand boys were in the fourteen-year group.

No High School boys "ran cash," but one High School girl worked as cash girl.

Of the four stock clerks, three were sixteen years of age. These are now, in 1912, head stock clerks.

In "Clerical Office" (1907-8), we found only three fourteen-year girls out of seventeen, and each of these had some business training.

"Salesclerks" were from the fourteen-year group and represent small stores.

"Office boy or girl" represents the bottom of the ladder in any business system, and many of the children are still in the office in which they started.

"Office clerks" work was about evenly divided among the age groups.

BOYS IN TRADE.

In "Manufacturing and Mechanical Pursuits" the question of trades presents itself. The figures for boys are given.

Total number in trades at some time from 1907 to 1912	64
Number that "did not stick"	13
Number remaining in trade in 1912	51
Number different trades entered	28

The thirteen that dropped out of the trades left for such reasons as; "didn't like it and wasn't getting along very well," "had a chewing match with the superintendent and quit," "quit for more money and have been sorry ever since." More than one boy left a good place without realizing how hard it would be to find the same work again.

There were many mechanically minded boys, however, who worked against great odds in order to get into a trade. In answer to questions which might throw light on the subject of the child's aptitudes, it was found that in forty-nine cases the boys knew what they wanted and looked consistently for the opportunity to carry out their aim. The efforts of some to enter a trade found immediate reward while others were from seven months to four years getting into trades.

34 boys secured entrance into a trade through their own efforts;
32 were helped into trades by their family or friends;
2 were unsuccessful in finding a trade.

Many of the boys feel very bitter about the many trials they had to undergo before getting the long looked for opportunity. "A fellow has to have some friends to help him in order to get a chance at a trade." One mother said, "It was all right when my youngest boy wanted to learn a trade because I had a friend who helped him in; but I didn't know anyone to get to help G———— along, and he hasn't seemed to have a ghost of a chance at the machinist's trade and the boy can't ever think of anything else."

The non-graduate boys and even many of the graduate boys feel that, "if a fellow has no more education than I have, the best thing he can do is to learn a trade."

One boy tells his experience in getting into a trade as follows:

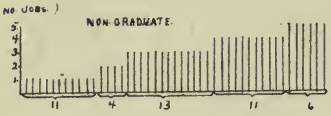
"I was sent on an errand and saw a sign in the window, 'Press Feeder Wanted!' I didn't know what a press looked like; but the pay and the hours seemed better than where I was working, so I took the job. After a while I decided that a press feeder was just a machine and I wanted to learn the trade. I have had good luck so far. I have never been fired, but I have had a good many things to buck, for the firms I worked for kept going out of business. But you just have to keep a-climbing if you want to get anywhere."

Another says of his experience, "I guess it was the first place I struck when I was looking for a job; but I told them when I went there that I wanted to learn a trade. They didn't tell me that there was no trade to learn there. But the first chance I got I went around the factory at noon time. I saw right off that there wouldn't be any chance to learn anything there. All the materials were shipped in from out of the city and all we did was to put the finishing touches on. So I quit."

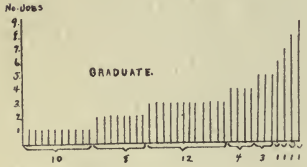
Table XIV.

NUMBER OF JOBS HELD.

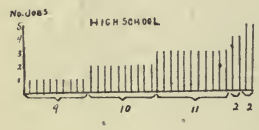
GIRLS.



Total - 49
Average No. Jobs - 3.9
Average time per job - 14.0 months
(Girls at home - 4)

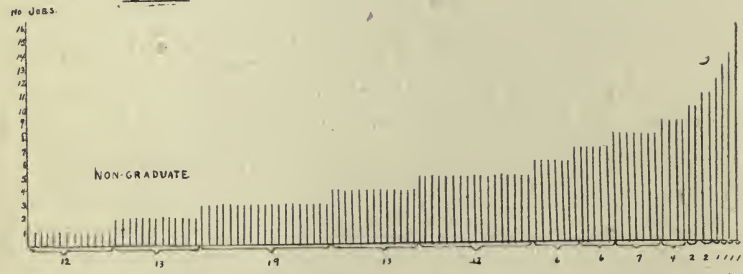


Total - 42
Average No. Jobs - 3.6
Average time per job - 15.2 months
(Girls at home - 1)

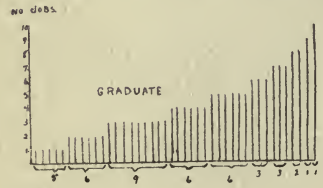


Total - 41
Average No. Jobs - 2.4
Average time per job - 17.6 months
(Girls at home - 7)

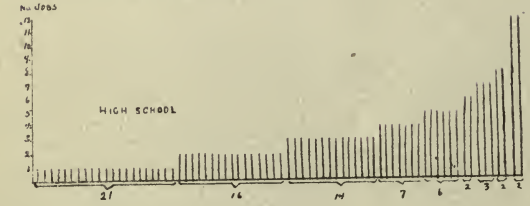
BOYS.



Total - 105
Average No. Jobs - 4.8
Average time per job - 11.1 months



Total - 42
Average No. Jobs - 4.1
Average time per job - 11.4 months



Total - 73
Average No. Jobs - 3.5
Average time per job - 14.1 months

The median in jobs for both boys and girls falls at three. Two things account for the fact that the girls hold fewer jobs than the boys; they are more conservative about making changes and they have fewer opportunities than boys to change to other occupations. This condition is more pronounced among the girls who had the least education and were not able to continue their education after leaving school. Many of the girls bettered themselves by taking business courses even though they remained with the same firm.

The sixteen-year old High School boys and girls consistently enter fewer different occupations than the other groups.

The boys gave their reasons for hunting new places to work as follows: "wanted better pay," "no chance there," and "didn't like it." Other reasons given many times are: "joined an agency and found a better job," "laid off," "was let out," "work too hard," "flour dust made me sick," "tired of it," "got canned," "foreman and I couldn't agree," "got to chewing the rag with the boss," "they couldn't give me a raise and I left," "wanted to learn a trade."

An interesting situation is presented in the following table showing the means through which the children found their work.

	Number.	Per cent.
By application	139	39.5
Through a friend	82	23.3
Through the family	55	15.6
By an "Ad" in a paper	39	11.1
Through an agency	17	4.8
By a sign in a window	10	2.8
Through the public school	6	1.7
At home (girls)	4	1.1

Remarks directly quoted from the parents of children are very indicative of the situation in many cases. Foreign born parents have thrown their children more upon their resources in finding their work. These parents seemed on the whole to know less of real conditions under which the child worked and took more for granted in most cases.

A boy promoted from clerk to wholesale order clerk: "I was so busy getting into something that I never stopped to think whether I could do any of the work or not."

A girl who secured a position addressing envelopes through an "ad" in the paper: 'He used to ask me to go out with him to lunch and to spend the evening, too. And then one day he asked me if I would go away and stay a day with him, and my mother said, 'Not one minute longer will you stay there. We will go right down and pack up anything you have there.' . . . . That man was sent to prision for . . . . a little while later."

Parent: "I do not think the girls who leave the eighth grade are ready to go into offices. I do not think any girl is ready to go into one until she is eighteen years old, unless there are other girls working there. It isn't that you think evil of everyone, but it does mean that you are on the safe side."

Parent, speaking of messenger work for young boys: "I never knew until some mother told me what her boy had been seeing and hearing at that work what my boy must have been going through. I tell you we ought to know such things; but how are we going to know it? I went to every position that he had after that and I went often to see what he was doing."

"I had never taken any course because I didn't know what to take. I had often wondered why there wasn't some place where young people could go for advice, not just an Employment Bureau where they give out work."

Special delivery: "I have wasted a lot of time. When I started in I thought it was a fine job, because I only had to work from eight o'clock in the morning to three in the afternoon. I have begun to realize lately that it would have been better to start in as some of my friends did who had to go to work at seven o'clock in the morning. They have good positions now and I have outgrown my job."

Errand girl, now an usher: "I started in as an errand girl, and I really thought when I started in I would learn something; but I really never learned anything but the streets of the town."

Delivery girl for a dressmaking establishment: "The delivery was really too hard for me. It is too hard for any girl. There are such large packages and you have to be on the go every minute."

Salesman: "My work is so interesting I never look forward to the end of the day or the week. Every day there is something new. I had no idea that there was so much in business when I started. Salesmanship is a fourth profession. You have to learn men so that you can read them as you would a book. I know boys who went to school with me whose only ambition is to hold their jobs. My ambition doesn't stick to holding my job. I want to advance out of it."

Parent: "I think the factories are better places for the girls to work than the department stores. They pay better wages; and then the girls down town have to pay out all their money on their clothes, they get an idea of dress."

Parent: "Clerking, which makes the girls stand on their feet all day is too hard on them, and they suffer for it some day. Office work is much better suited to girls."

Parent: "There is no way that a girl can get ahead in this tangle of industry unless she is strong as an ox or else she has a pull that is just as strong."

Parent: "I have encouraged the girls to work near home. They do not get quite so much, but they save their car fare and lunch; and they do not get in with all kinds of girls. There are more girls go wrong from working down town; and I feel that it is one thing leading to another, when they are with a lot of people all day long that you know nothing about and without any supervision."

Parent: 'It's only the cheap jobs that you can pick up so easy and throw away so easy."

Parent who doesn't like to have the boys become chauffeurs: "It is big pay for little fellows and it spoils them."

Father: "Well, I have let them shift for themselves pretty well. We are not people with any influence, and all you can do is to try out a place; and if they don't treat you right, why, leave them."

Parent: "We wanted him to learn the business and we thought that would be a good place to learn it. We made him stay there, too, because you can't tell always when a boy complains whether he is judging the place right or not. But we are sorry now, for they did not treat him white."

Some expressions of foreign born parents.

"A girl has to work only a few years anyway; and so it does not make so much difference what she does, of course. But it is nice if she can get a good place and make good money."

"He worked at whatever he could make most money at."

"Sure, he likes his work. They're good to him, why shouldn't he?" (This mother made the boy stop school when he was very anxious to continue.)

"Would like the boy to have easy work in an office, but he hasn't enough education for it."

"I wasn't satisfied to have him working with a whole bunch of boys in them factories."

"What I say, I say with sadness, too. My children make me feel so sad sometimes; they will not stay with the one place. They go one place six months and then five months and that way. They have not learned the lesson, my husband says, of staying in the place long. And we are born in the one country and the children in the other. When you are not brought up in the same country, you do not know, you can not say what to do. You can not say to the boys, 'No, you can not go to Portland or to Los Angeles', when he says, 'Mamma, I get a good job out west with lots of money."

WAGES.

The average wage for the groups is given below:

Boys.	Starting	In 1912	Gain
Non-Graduate	$5.59	$12.95	$7.36
Graduate	5.29	14.91	9.62
High School	6.80	16.02	9.22
Girls.			
Non-Graduate	$4.17	$7.73	$3.56
Graduates	4.23	9.84	5.61
High School	5.52	9.12	3.60

The large wage attributed to non-graduates upon starting represents low grade, highly paid work; such as teamsters, water carriers, etc. This is still high in 1912, when many of these boys retain the idea that they must get the highest paid work, usually a matter of necessity.

The large wage of the graduate group of girls represents some unusual ability; such as music teacher, dancing teacher, actor, etc.

INCREASE IN WAGES FOR ALL GROUPS.

BOYS

	GIRLS AT HOME	NO INCREASE	1.99 $1.00	2.99 $2.00	3.99 $3.00	4.99 $4.00	5.99 $5.00	6.99 $6.00	7.00 $7.99	$8.00 8.99	$9.00 9.99	$10.00 12.49	$12.50 14.99	$15.00 17.49	$17.50 19.99	$20.00 24.99	$25.00	DID NOT KNOW
Non-Graduate		5	3	3	6	12	9	15	10	9	10	13	2	4	1	1		2
Graduate			1	1	2	3	1	6	4	3	2	9	3	3	1	1	1	1
High School		1	2	2	2	4	7	9	9	10	1	8	7	2	5	1	3	
Total for boys	0	6	6	6	10	19	17	30	23	22	13	30	12	9	7	3	4	3

GIRLS

Non-Graduate	5	3	7	6	16	5	1	2		1	1	1				1		
Graduate	1		4	4	6	6	6	2	4	1	4	3				1		
High School	8		1	3	8	8	5	2	1	3	1	1						
Total for girls	14	3	12	13	30	19	12	6	5	5	6	5				2		
Total—Boys and Girls	14	9	18	19	40	38	29	36	28	27	19	35	12	9	7	5	4	3
Per Cent	4	2.6	5.1	5.4	11.4	10.8	8.2	10.2	7.9	7.7	5.4	9.9	3.4	2.6	2.	1.4	1.1	.9

The graduate girls group contains more girls who took business courses, and these girls have raised their wages very materially.

IDLE TIME.

TIME IDLE IN WEEKS FOR BOYS.

	Boys	Wks. idle	Average time idle	No. idle	Pct. idle
Non-Graduate	105	930	8.9 wks.	53	50.4
Graduate	42	302	7.2 wks.	14	33.3
High School	73	168	2.0 wks.	11	15.0
Total	220	1,400	6.0 wks.	78	35.5

In the high school group one boy was idle for over a year. Many of these boys have never lost a day's work. Some have never had a vacation; and there are many who have changed work often, and pride themselves on the fact that they have left one shop in the evening and were at work in another the next morning.

Idleness among the high school boys is almost negligible. Most of them secured positions which are of permanent interest to them and are a constant stimulant to growth because of the possible promotions.

OCCUPATIONS.

DEPARTMENT STORE WORK.

Girls. Number: 52, or 15.6% of all girls were in this work at some time.

	Lowest wage at starting	Highest wage at starting
Cash	$2.50	$4.00
Bundle Girls	2.50	4.00
Stock	3.00	4.00
Salesclerk	3.00	6.00 (only 1)

The highest wage paid to any in this whole group in 1912 was $9.00; of these there were two. One was a cashier, and the other a milliner.

There were 3 receiving $8.00
There were 5 receiving 7.00
There were 11 receiving 6.00

Two receiving $6.00 had been with their firms 4 years; and one receiving $6.00 had been with her firm 5 years. These were holding responsible positions. The average length of time at work in this occupation for the whole group was 20.4 months. Age seemed to make no difference with the girls and their wages here.

Boys. Number: 23, or 6.9% of all boys.

Lowest wage at starting ..... $ 3.00
Highest wage paid in 1912 ..... 18.00

Several were receiving $12.00, and each of these had spent three years with his firm. When the boys did not receive a satisfactory wage, or did not feel that there was "a chance" to advance, they were not slow in leaving.

The average length of time for the group in this work was 15.4 months.

Fourteen year old children, both boys and girls, comprise a large per cent of those who sought department store work.

The median wage for girls in all kinds of work falls at $8.00 in 1912; but there were only three receiving this in department stores.

OFFICE WORK.

Girls. Number: 55, or 16.5% of whole number who tried it at some time.

Stenographers	25
Bookkeepers	6
Wholesale clerical work	1
"Other," including persons "addressing envelopes," "copying," "recording," "filing," checking"	23

Those in Stenography all took business college courses. In many cases these girls have very good positions and have not reached their maximum wage by a long way.

Lowest wage at starting in this work	$ 5.00
Lowest wage in 1912 in this work	7.00
Highest wage reached in 1912	16.75
A common wage reached in 1912 in this work	10.00-$12.00

Graduates and High School are almost in even numbers in this group.

The "Clerical Office Other" represents a lower wage and work which requires no previous training in office work.

Lowest wage at starting in this work	$ 3.50
Lowest wage in 1912 in this work	6.50
Highest wage reached in this work	12.50
A common wage	8.00
Average wage at starting	5.78
Average wage in 1912	9.30

Boys. Number: 48; or 14.4% of whole number, were in this work at some time.

The positions represented here are:

Stenography	2
Bookkeepers	6
Bank clerks	5

Broker clerks	2
Railroad clerks	7
Wholesale office work	13
Other, clerical	13

Number taking business courses here was 15, or 31.3% of group.

Lowest wage at starting ..... $ 3.50

(This boy now makes $16.25 a week.)

Average wage at starting	7.21
Average wage in 1912	12.75

WHOLESALE HOUSES.

Number: 58; or 17.4% of whole number.

Girls	11	3.3%
Boys	47	14.1%

Wages—	Boys.	Girls.
Lowest	$ 5.00	$ 3.00
Highest	18.75	18.75
Average wage—		
Starting	$ 7.07	$ 7.48
In 1912	11.01	10.11

The girls in wholesale office work show a much better average than in any other occupation. Most of these, however, represent girls who have taken business college courses.

The average time spent here was 24 months for the boys; 19 months for the girls, and a much better advancement is shown for the time spent in it.

Out of all the boys who entered here as errand boys, and many fourteen-year-old boys did so, none left without having been advanced to some higher position.

The highest position in the group, however, were not filled by those who started in as errand boys.

TELEPHONE WORK.

Number. 16, or 4.8%.

Lowest wage at starting	$ 5.00
Highest wage in 1912	12.50

Average time here was 19.4 months.

FACTORY WORK.

Number: 89; or 25% of the whole number.

Girls	30
Boys	59

	Boys	Girls
Average wage at starting	$5.05	$6.69
Average wage in 1912	7.43	9.35
Average length of time in this work (months)	26	19
Number different industries entered	14	28
Largest number who worked in any one industry	*9	x12

* Knitting Works. x Sash and Door Manufacturing.

TYPICAL WORKING RECORDS.

GIRLS.

(1) Non-Graduate—16 years old. 5A.

This girl had to leave school. The mother was keeping the children in school through her earnings as a laundress. There was one younger daughter in school when this one left. They liked school very much. The mother had never had much education and the father less.

LAUNDRY WORK.

Wages per week	Employment	How secured	Time	Reason for leaving
$4.50 to 6.00	Running, shaking, mangling	Friend	2 yrs., 3 mos.	"Better place."
7.00	(Hotel) mangling	Friend	9 mos.	"Tried to get near home."
6.50	Mangling & marking. (Same place as first.)	Applied	11 mos.	"Too hard there."
7.00	Sorting, starching, marking. (Hotel)	Applied	1 yr., 2 mos.	"Best place of its kind."

(2) Non-Graduate—16 years old. 7B.

The following is one of the more successful girls in Department store work, having reached next to the highest wage found in that group. She was the only girl in a family with three older brothers. Two of these boys had serious illnesses, and the daughter decided that she must go to work, although her ambition had been to go through High School and Normal School in order to become a teacher.

$3-$3.50—Cash girl—Applied— 2 mos.
4-4.50—Stock girl
$5.00 Head stock— 1 yr.
6.00 Book-keeper
7.00
8.00 "Left to get married."

(She was there five years and never missed a day. She asked for all raises after $4.00, and was never refused one.)

(3) Graduate—14 years.

This girl was barely fourteen when she finished the grade school. Her father and mother were both living. She was one of four children, there being three older brothers. The father and mother were foreign born.

$2.50—Check girl—Applied— 6 mos.
3.50—Cashier's helper— 8 mos.
4.50—Helper in auditing department
5.00—Helper in charge department—8 mos.
6.00—Mail order department—1 yr.
(In all five years.)

(4) Graduate—16 years old.

This is a girl with American born parents who was urged to go on to High School. Friends got her to go to a business college. At graduation they secured her first position.

$6.00—Stenographic work—Friends— 5 mos. "Broke up in Business."
6.00—Stenographic work—Through college
8.00—Stenographic work— 3 yrs. 2 mos.

"Have not had to ask for any of my raises and am expecting another soon."

(5) High School—14 years old.

An unusual girl, who left school because her father's small wages could not support his large family. She is married now, but is still working. She uses good English, and has very high ideals. She wanted to take a business course, but has not had enough money to do it. Now she is getting ready to open hairdressing parlors.

$3.00—Errands (dressmaker)—"Ad" "Didn't like it."
3.00—Office work—Friend— 2 yrs. 3 mos.
7.00—Dusting—Friend—1½ mos.
5.00—Ushering—Applied— 9 mos.

(6) High School—16 years old.

A very unusual girl, earning the highest amount paid to any girl in the group. Her family are very well educated people, but had reverses; and the girl felt in duty bound to go to work. Se has had many offers of other positions, but has felt that there was "opportunity right here" and has stayed with the same firm for four years and half. She took a business course for six weeks previous to taking this position.

$7.50—Wholesale—Family friend of manager
Office girl
Filing
Stenographic and filing work
Assistant in credit department
18.75—In charge of Credit Department

(7) Non-Graduate—14 years old. 5B.

Mother a widow and the boy had to go to work. There were in the family four children, two older and one younger.

$5.00—Furniture factory—Applied— 2 mos.	"They paid by the month, and I wanted to get my pay every week."
$5-$7.50—Box factory—Applied— 1 yr.	"They started paying by the month, so I quit."
5.00—Shoe factory—Applied— 2 wks.	"Didn't like the foreman; too bull-headed."
7.50—Box factory—Applied— 3 mos.	"Wanted to draw all his pay at Christmas time. They kept back two weeks so he left."
9.00—Furniture factory—Applied— 3 mos.	"Wanted him to stay late one night. Would not work over time.
10.50—Lumber Co. (teamster)—Applied—2 yrs. 13.00 8 mos.	"Thought I'd get an easier job."
12.00—Teamster, wholesale—Applied— 2 mos. fruit & produce.	"Hours were too hard. I had to leave the barn at 5 A. M."
13.00—Teamster, Lumber Co.—Applied—2 mos.	

(8) Non-Graduate—14 years old. 6B.

Parents and child were foreign born (Russian.) Mother was widow at this time. This boy, the oldest of seven children, had to leave school to go to work. Mother has since died and the boy has now become the sole support of the family.

$6.00—Tub and pail factory—Applied— 6 mos.	"Didn't like the work; nothing interesting in it."
5.00—Carpet and rug cleaning—Friend— 2 yrs. (Piece work) 10 mos.	"Foreman got me mad."
7.50 &—Railroad (helper in—Friend—10 days. board— kitchen.)	"It was too hot there."
7.00—Driver U. S. Mail Wagon—Friend— 8 mos.	"There wasn't enough in it."
7-12—Carpet and rug cleaning—Applied— 1 wk. (same.)	"Foreman got me mad again."
10.50—Tub and pail factory—Applied— 1 mo.	"Couldn't stand smell of paint."
12.50—Oiling, R. R. roundhouse—Applied— 1 mo. (Wants to become a railroad fireman.)	

(9) Non-Graduate—16 years old. 8B.

Parents were foreign born (Swedish), and both are living. Boy left school because he failed to pass. The father was sorry to have him leave school and tried to persuade him to remain.

$6.00—Garment factory—Friend— 2 wks.		"Dissatisfied with the work."
6.50—Wholesale Paper Co.—Friend— 3 yrs.		Left to learn a trade as he "thought it handy to have a trade to fall back upon when you haven't a good education."
12.50—Stock boy to Asst. shipping— 2 mos. clerk.		
12.00—Electric Supplies &—Friend— 2 yrs.		
19.20—Contractor—	4 mos.	

(Electrician's Helper. Intends to take a journeyman's examination soon.)

(10) Non-Graduate—16 years old. 6B.

Boy's father died when he was small. He was not happy in school and was sent to the Truant School. He really enjoyed his work there for the first time. He is now out of work.

$5.00—Messenger—"Ad"— 1 yr.		"Scrapped and left."
12.00—	2 mos.	
8.00—Bemis Bag—Friend— 6 mos. Press feeder.		"Didn't like it."
8.00 or 9.00 Messenger—Applied 8 mos.		"I was sort of filling in time anyway."
10.00—Auto Co.—Friend— 4 mos. Errands & Cleaning autos. (Time lost—several months.)		"Got sick."
10.00—Pool room. Selling—"Hung— 1 yr. 6 mos. cues & cigars. around."		"Dull times and got laid off."
15.00—Hotel elevator—Friend— 1 yr. 2 mos. boy.		"Sick."

(Has been in hospital for several weeks.)

(11) Graduate—14 years old.

This boy was the son of a widow; but the mother had intended to keep the boy in High School. He tried to get work in the summer vacation, but did not get any. He had joined an Agency, and the day school started, the Agency sent word to him that they had "found a fine job for him." He decided to try it, and

has been there ever since. He is very ambitious and is looking forward to better positions all the time.

$3.00—Life Insurance—Agency

Errand boy	2 mos.
Assistant filing clerk	4 mos.
Filing clerk	2 yrs.
Information desk	1½ yrs.

15.00—Auditing 3 mos. (Given choice of auditing or policy department.)

Note: Could not do arithmetic in school.

(12) Graduate—15 years old.

This boy is the oldest of six children. The family are Americans and very ambitious for their children. The father was earning a small wage, and the mother was sewing. They finally felt that the boy would have to stop school, but they have done everything they could since then to complete his education.

$4-$10—Publishers, errands—drove wagon, etc.—"Ad"— 1½ yrs. "Discharged." "Would have kept me if I had worked for less pay. Told him I was looking for more, not less."

$5-15—Publishers—helper—Applied— 2 mos. "Discharged all the union men."

9.50—Newspaper work—night shift. (Out of town.)—"Old boss— sent for me.— 6 mos. "Discontinued night shift."

19.00—25.00—Publishers—linotyper.—Applied— 2 mos. "Wanted to leave town."

20.00—Newspaper-linotype—Applied—1 yr. 4 mos. "Got homesick."

21.00—Newspaper. Sub—linotyper.—Applied— 7 mos.

(Does not intend to stay at this work always. He has done a full High School course through extension work and is now studying law.)

(13) High School—15 years old.

This boy is the son of American born parents who helped the boy decide.

$25 mo.—Bank messenger—Through father— 6 mos.
Collection Department
Mail Department
Statement clerk

$50 mo.—Book-keeper—Time altogether—4 yrs. 1 mo.

(Was promised that he would have a good opportunity in the bank if he wanted it, because of his reliability.)

(14) High School—15 years old.

Mother dead. Family would have been glad to have the boys remain in school as long as they would. Parents well educated. Boy was not satisfied in school, however. All that he really cared for was English.

$6.00—M'p'l's. Newspaper—Applied— 1 yr. "Holding copy."		"Thought it would not be long until I had the business well in hand. Soon realized this was all futile, not enough education."
65-100—Dramatic School studying.	1 yr.	
(Always had a taste for drama.) Actor	Through circuit— 2 yrs.	"Found that I must get something to do that had more certainty in it."
25.00 mo.—Messenger Bank—Friend		

(15) High School—16 years old.

A 'hand-minded' boy. His parents were very much disappointed when they found that he was skipping school. He started in on a course that he was advised to take, and it proved that it was the wrong one. His mother said, "I think if he could ever have had a chance down there in the manual work room he would be absolutely happy. We couldn't get him to go back."

$7.00—Tire Co.—"Ad"— 1 yr. Helper		"Thought he would find better place."
8.00—Rubber Co.—Applied— 3 mos. Repairer		"Offered place with friend."
8.00—Rubber Tire—Knew Manager— 3 mos. Farming.—Family friend—2 mos. "Helping hand." (Telegraphy school for 4 mos.)		"Wanted to go to Dakota." "Couldn't stand it."
10.00—Telegraph operator—Applied— 4 mos.		"Color blind."
10.00—Telegraph operator—Applied— 4 mos.		"Color blind."
8.00—Electric Equipment—Applied— 3 mos. Co. Order clerk.		"Better place."
8.00—Auto Co. Tire changer changer.	1 wk.	Offered better place.
9-15—Tire Co. Stock & shipping clerk.	—Applied— 2 yrs. 2 mos.	"Old firm."

(16) High School—16 years old.

American family. Father died when the boy was in High School, and boy was compelled to leave although he "felt terrible" to think of losing his opportunity for an education. Only child.

$25 mo.—R. R. Office, Ass't.—Friend— 1 mo. "Business dull."
rate clerk.

25—Chamber of Commerce—R. R. Office people
Answered telephone 7 mos.
Charge of Wheat Board Several mos.
Half time in office.
rest in Ass't. Sec'y. office

65 mo.—Office work in Ass't. Sec'y. office.

(He took much work in the evening at Y. M. C. A. and business college.)

Some salient features present themselves in the fourteen-year group which are worthy of note.

BOYS:

In promising positions (with further education)	19
(With no further education)	39
Not in promising position (No further education)	38
Total	96

Positions are considered not promising which are not trades or which offer no future. Of those holding positions of no promise, there were:

High School boys	2
Graduate boys	8
Non-graduate boys	28
	38

In this group of thirty-eight we find, also, that there are:

Fathers dead	20
Fathers disabled	1
Fathers divorced or deserters	2
	23

GIRLS:

Who took further education	14
Who did not take further education	29
	43

The story of a large number of the fourteen-year children is well told in the following remark made by a boy. He said, "I always had to take the jobs where I could earn the most money. I don't want to be a common laborer all my life. I would like some easy work in an office where I could learn and work up, but the pay is too small."

Such children were never able to allow themselves any choice in their work, except in the matter of wage; and then it was necessarily "the job where you can make the most money."

The attitude of the fourteen-year boy is to be contrasted with that of the older boy. The older boys seem to realize their stand still unless they secure more education, and the action of the sixteen-year old boys has been much quicker in the matter of getting further education. The habits which the younger boys acquired duing the years when they were not taken seriously by the industrial world have, without question, had a deteriorating influence upon them.

Again we resort to the children's own remarks as most expressive of their attitude:

Concerning messenger work: "I liked that fine, especially the night hours. I liked to go around in the fresh air at night. Then I had all the afternoon to myself after I had slept in the morning, and I liked that."

Elevator boy: "I have never thought much about the future, and I don't bother my head much about it now."

"I would have stayed at it (electrician's helper), but it takes too much studying. You have to study all the time, so I quit."

A mother said: "When my two boys left high school we felt that they must be employed. We urged them to get easy work while they were young and we had to keep taking them out of work that was too hard for them. It was really too bad. They have been errand boys and delivery boys and have had experiences that most boys do not get until they are twenty-four or twenty-five years old. Their leaving school when they did has been a real drawback to them but we couldn't keep them in."

Age and public school education do not seem to have been determining factors in the choice or success of the girls' work.

Age and public school education seem to have been strong determining factors in the choice and success of the boys' work. The high school sixteen-year old boys reached the highest point as a group and individually.

Discussion of the Survey

It would seem almost unnecessary to discuss these tables, so very clear and intelligible do they seem; and for the man who has time for study of them, it certainly would be interesting for him to find his own conclusions. However, for the man whose duties forbid him this pleasure, the Committee has decided to outline briefly the conclusions to which it has come.

The number of pupils leaving at the different ages included in this survey is: at

14 years	139
15 years	82
16 years	131

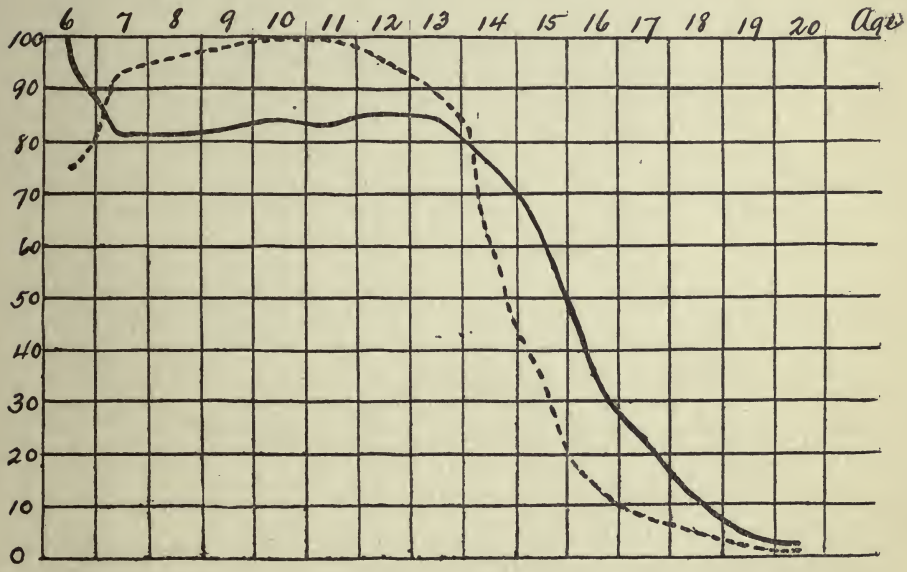
This table alone leaves a very wrong impression. When all the pupils at first included in the survey had been followed up, the number was still too small. To fill up the quota thought necessary to get a good working basis there were added all children of fourteen, no matter from what school, at work on labor permits in 1908. This number was 81. After subtracting this, the original number representing the average age of leaving school becomes

14 years	58
15 years	82
16 years	131

This agrees pretty well with the condition obtaining in the whole city. The great emptying of our school houses is made when pupils reach sixteen years of age. Below is given a table showing age distribution for Minneapolis for the years 1904, 1908, and 1912.

	1904	1908	1912	% of 1908 group
6 years	4835	5007	5165	100%
7 years	4113	4020	4155	80%
8 years	3997	4023	4332	80.5
9 years	4111	4045	4097	80.9
10 years	3996	4218	3996	84.3
11 years	3813	4115	4097	82.3
12 years	3925	4238	4109	84.7
13 years	3601	4183	3975	83.6
14 years	3137	3819	4031	76.4
15 years	2271	3051	3248	62.8
16 years	1428	1812	1984	38.8
17 years	842	1117	1211	22.3
18 years	453	562	794	11.2
19 years	224	263	366	5.2
20 years	103	97	167	1.9

The change from 1904 to 1912 should be noted. In 1904 nearly 500 children left school on attaining the age of fourteen: in 1912 there is a slight gain at fourteen. But in 1912 the drop at sixteen is very great. This change is due to better compulsory education laws, and a stricter enforcement of them. Most states make fourteen years the age at which children are allowed to enter industry. Minnesota has wisely raised this age to sixteen for all occupations, and our last law allows no exemptions for poverty or any other reason. Before 1912, labor certificates could be granted to children of fourteen, if they had finished the elementary grades, if the necessities of the home were extreme, or if they were physically unfit for the confinement and study of a school room. Possibly the reader will be glad to know how Minneapolis stands in comparison with the general condition all over the United States. The following diagram shows it at a glance.



Solid line—Minneapolis.

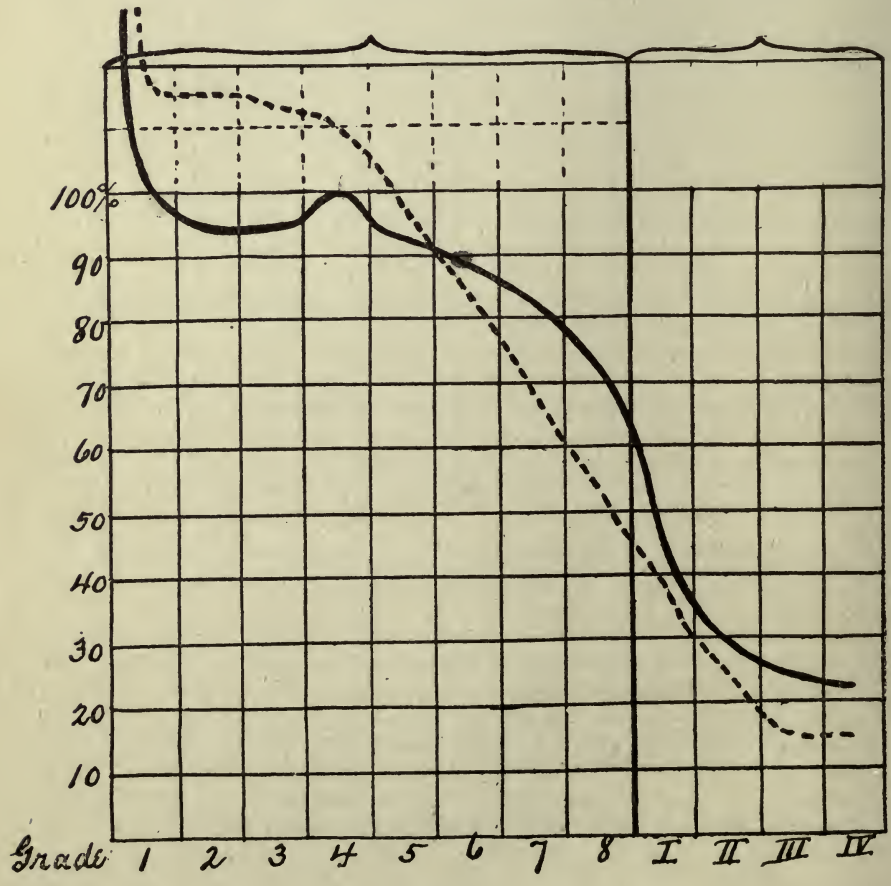
Broken line—United States.

Numbers at left—The percentages when the number of six year-old is taken as 100%.

Next the grades at which children leave school is of importance. The survey shows that the point where the most children drop out is at graduation from the eighth grade, nearly one-fourth of the whole number leaving then. The first year of High School comes next with 82; and then comes the seventh grade with 58. This corresponds exactly with the condition throughout the city. Below is a table showing the numbers in each grade of the City Schools in 1904, 1908, and 1912.

	1904	1908	1912
1st grade	9637	8919	7444
2nd grade	4975	4723	4887
3rd grade	4985	4950	4823
4th grade	5201	5083	5086
5th grade	4172	4819	4808
6th grade	3583	4403	4590
7th grade	2705	3840	4257
8th grade	2004	3072	3730
I	1477	1892	2315
II	905	1359	1554
III	701	858	1096
IV	504	654	1137

A diagram in which this is graphically represented follows. The medians are obtained by the Strayer method. The solid line indicates the condition in Minneapolis in 1912, while the broken line represents the average condition in the 318 cities studied.



This shows that the sharpest drop comes between the eighth grade and the first year of High School; the next in the seventh grade. The big loss at graduation is due to the fact that the compulsory education law up to this present school year allowed the Boards of Education to grant labor permits to the graduates; and to the further fact that many persons of foreign birth believe that their duty to their children in the matter of education ceases with the receipt of a diploma, and that the day has come when children should contribute to the support of the home. This conviction is further established by the fact that about this period most children are confirmed; and confirmation in the old country is equivalent to commencement in the new life of of industry.

The mortality in the High School is due to two principal causes. First, as already shown by the comments on the school, the high schools have been a disappointment to many who have anticipated work different from that of the elementary school, work better adapted to the needs of youth about to assume the responsibility of self-supporting manhood. This will be discussed later on. Second, during the first year of the high school, most pupils reach the age of sixteen, and are entirely free from the control of the school authorities.

A third cause active on pupils in any grade is lack of success. Trailing behind a class from one to five years is not calculated to arouse enthusiasm for the race. Failure opens the way to discouragement, which is followed by giving up the job. Of the 352 cases studied, 60.5% of the boys and 53% of the girls were behind their classes from one to five years. (See Table V) In 1908 an age-grade census was taken in this city. It was not complete, but covered about two-thirds of all pupils. In Bulletin No. 5, 1911, issued by the U. S. Bureau of Education, the results are given. There were 33,738 pupils reported; 19,520 were normal and 13,721 behind their classes from one to five years. 387 were under normal age. Reduced to a percentage basis, 44% of boys were over age, and 37.9% of girls were retarded. These figures show that in the group studied there were 16.5% more retarded boys than the average for the city, and 15% more of girls. On account of retardation, no doubt many young boys and girls yield the battle, and get out of school, where they have failed, and into work, where, fortunately, many have succeeded.

Using the numbers given by Strayer, it is possible to compute the average time for a pupil to cover the eight grades. For Minneapolis it is 8.65 years. Ayres thinks the average for all cities is 9.34 years; the Report of City Club of Chicago asserts the belief that it is above ten years for the city. Here is a waste in Minneapolis of 65 hundredths of a year on every eight years, or a little over eight per cent. Ayres, in "Laggards in Our Schools," makes a correction of .8 per cent for the difference between the average age of beginning pupils and the age of pupils in the first grade. If this should be added, the waste is increased to 1.45 years, or 18 per cent over-time for the completion of the work. In the

same volume he states that retardation in Minneapolis is 18.9%, and in 1908 cost Minneapolis $258.647. This seems too high; but at the lowest it is $150,000 a year. Such a bagatelle is worth looking after; and it would seem wise to make a very careful census by grades and ages to discover the place where the loss occurs; and then to make a critical study of the curriculum to get rid of the causes of retardation in so far as they can be removed.

Now if a study be made of the reasons for leaving, we shall find them to fall into three classes: sickness, financial reasons, and dissatisfaction. Sickness is reason enough; but it is unfortunate for the child and for the state that any child should be compelled to leave for any reason whatsoever before the completion of his elementary education. For the child it is a misfortune, because less than this is but fractional. All systems contemplate a course through the eight years as their smallest unit; subjects like United States history, government, and grammar are not included until the seventh and eighth grades, and the more practical applications of arithmetic, like interest, insurance, and commission cannot be taken earlier. Moreover, after tests had been given by the Committee making a survey in Chicago, they concluded that after a few years at work a sixth grade pupil forgot nearly everything he had learned, while an eighth grade pupil made a much better showing. (See Report by the City Club, p. 272 et seq.) To quote a few sentences: "Two main points stood out clearly in the arithmetic test: First.—The boys of the eighth grade were superior to the sixth, in a test which should have been worked by all. Second.—The boys who were in what might be termed a continuation school were ahead of the boys of the corresponding grades who were out of school." Again; "As between the grades, the results (of the English test) show the same condition that obtains in arithmetic. . . . This is also true of spelling and writing." Again; "Taking up the matter from the standpoint of the grades, it may be said that the eighth grade boy has enough knowledge of Civil Government so that the most important points of the subject will probably clear up in his mind as he gets a little older and reads the newspapers more. The same thing can be said for a very few of the seventh grade boys. The information of the sixth and fifth grade boys is so meager along the lines of civil government and history, that it seems doubtful whether they will ever have an understanding of what democratic government is." To get all the subjects needed for entrance upon life, and much more, to grip them so firmly that they will not slip away requires a complete elementary course. Anything less is a misfortune for any boy or girl. Then if we believe that the government of this nation shall be just as intelligent as the people, we shall not be proud of less than elementary education.

Of those who left school for financial reasons, forty do not affirm that it was necessary, they just wanted to earn, and 125 assert that they had to leave. A very few (19) of those who alleged dissatisfaction with the school as the reason for leaving were in homes receiving an income so low that it would seem more

truthful to say that real need was probably the true reason. Take this number from the 170 who were dissatisfied, and we have 151, for whom dissatisfaction seems the real cause of leaving school. Now was the need of money the real reason why the 125 left school? A study of Table VII will reveal that necessity had little to do with at least fifty of the 125, for the incomes in these homes average from $75 to $200 a month. If $60 a month is adequate to keep a family and send children to school, the 65 of the group could have remained; and if, as some say, $50 will do this, then 76 out of the 125 who thought they had to work could have been supported in school, and only 49 were driven from school by sheer need. Supposing, however, that we retain the first supposition of $75 a month as the living income for a family of six, and this is about the figure set by the Department of Labor, (See the chapter on "A Living Wage in Minneapolis") then 50 do not have to leave, and should be added to the column of those to whom the schools were not attractive. This makes a total in that class of 201, or 60 per cent of all who were well enough to attend school.

Whether a different type of school would have held them is always problematical. Answers to a direct question on that subject given four years after they left school, would not reflect the true decision. Many boys and girls just get uneasy in school, and wish to try the world, and no type of school will hold them. Still wherever answers have been sought, they have indicated that many would be attracted by a scheme of education that fitted well to the conditions of industry. The Massachusetts Report found that 885 would have stayed in school if they could have learned a trade, while to 800 it would have made no difference. The Report of the City Club of Chicago says (p. 270) that 60.3% of the pupils leaving the high schools of that city drop out because "they see no connection between their high school work and their future vocation." The fact that 60 of the 170 who were dissatisfied with school afterwards paid for instruction in private institutions, and that 56 out of the whole number completed a course in some business college, paying $4200 for the instruction, is positive evidence that the right kind of school would hold them. It would seem to be a conservative statement to affirm that one-half of those leaving our schools before the age of sixteen could be retained if there were some plainly seen value in our educational curricula. It is high time that the city realized the necessity of a vocational motive in education, and modified its courses of study so that they would attract rather than repel a large class of children. And every teacher should cling fast to her confession of faith in the ultimate goodness dwelling in every child, no matter how impossible he seems, and to her her vow that she will every day lift one child to the light. With a new motive and a new consecration, much of this waste of youth can be stopped.

Yet not all. There is an irreducible fraction of our school population that cannot go to school. Certainly the 49 children in families where the income is less than $50 a month must feel the

pinch of poverty. And when one finds in this group 24 children whose mothers are widows, one concludes that widowhood is very often followed by want and privation. The Census Report of 1900 states that but 8.6% of women between 35 and 44 years old are widows. It is significant, then, that in the whole survey, 71 children had no father—20 per cent of the whole number. Of the 125 in the "Had to work" group, 51, or 40.8%, were children of widows; and 24 of this group, or 47%, were living on less than $50 a month. With these facts before them, the Committee voted in favor of some wise legislation to relieve the burden upon many widows.

The next question is, what kind of schools are needed? A shrewd business man would certainly study the market before he built and equipped his factory. So far as this survey is illuminating, it shows plainly that no one industry predominates, and would absorb a large output of any special product of the educational factory. Arranging gainful occupations for the whole population of this city so that they can be easily compared with the results of the survey, we have the following table in percentages:

	All in gainful occupations. Census 1900.	Survey 1908.	Survey 1912.
Agriculture	2.3	.6	.3
Professional	5.6	.3	2.6
Domestic and Personal (includes laborers)	19.4	8.5	14.8
Trade and Transportation	36.4	65.3	53.
Manufacturing and Mechanical Pursuits	36.4	25.3	27.2

For us but three of the classifications demand consideration. First, the number in domestic and personal service is large. A study of Tables XII and XIII shows that these occupations are such that special preparation is not demanded, unless for those girls who will later go into the home. This preparation is already provided in courses given to all pupils in the grades; and, since last September, to all wishing such work in the High School. That this work will improve in efficiency and gain in popularity is certain. Second, the largest group is found in trade and transportation; and some sort of education should be provided for this large number. The High Schools now provide a four-year Commercial Course, and 32 per cent of all High School pupils register for this work. This, however, does not care for the large number who never reach the High School, nor for those who must leave before the completion of such a course. And third, manufacturing and mechanical pursuits absorbed one-fourth of the boys and girls who left school in 1908. Hand work is given in the grades, and manual training ten hours a week in all High Schools to those who wish it. And yet all agree that more should be done.

Referring now to the survey tables, showing when the pupils left school, and the table showing when large numbers drop out of all our schools, one finds that they agree in this: that the seventh grade does not receive all the 4600 found in the sixth grade. The

age of pupils in the seventh grade is about thirteen or fourteen years, periods of restlessness and great motor activity. Something must be doing if many of these shall be retained. Moreover, when they reach the age of sixteen and the law ceases to hold them, many are going to work, no matter what kind of schools may be provided for their instruction. Considering, then, these two great facts, the period of adolescence and the sixteen-year compulsory education law, it would seem a wise procedure to introduce at the beginning of the seventh grade courses of study that should be practical enough to be attractive to an active fourteen-year old boy, and sensible enough to give him some help when he enters the industrial world.

And the table of occupations indicates plainly that two lines are necessary: one for the more than fifty per cent entering the commercial world; the other for the twenty-five per cent going into factories and trades. These courses should not be longer than four years; and it may be wiser to make them but three years, for at the end of a three years' course, most of the pupils will reach the age of sixteen and are likely to leave school. The high schools must receive these pupils without loss of a grade, if they should decide to take up advanced work, either in a commercial course or a manual training course.

Moreover, there seems to be no need at present for the trade school in Minneapolis. While in some cities the number of children leaving school to enter factories rises as high as 40 per cent to 47 per cent (Philadelphia), in Minneapolis it was but 15 per cent, 54 children in all, though 89 tried factory work at some time during the four years. These were so distributed among a large number of different manufactories that no group was large enough to indicate a demand that was at all imperative. Again, no trade seems to dominate here; for boys starting to work, the largest number was four in printing, and for girls twelve in millinery. The number in printing grew to twelve in 1912; but only three girls were milliners after four years. The whole number, sixty-four, were scattered among twenty-eight skilled trades.

It should be said, however, that the number entering skilled trades in Minneapolis is far larger than in most cities. The Massachusetts Commission, reporting on thousands of children, found about two per cent in all skilled industries, and the Stock Yards Report shows ten per cent in "skilled and high grade occupations." Here we find ten per cent in the trades alone at the very start, and this number rises to eighteen per cent at the end of four years,—an excellent showing for the city.

If trades are to be taught, the present situation points to the continuation school, which should have for its aim instruction in the theory of the trade, while the manual skill necessary should be secured "on the job." The cost of teaching trades in schools is enormous, in Milwaukee reaching $300 a year for each person taught. And Rochester has found that only one-sixth of the graduates of their trade schools followed the trades they had learned.

Such waste is unnecessary; and the opinion is gaining ground that the continuation school idea, so well worked out in Germany, and now being established in Wisconsin, leads in the right direction. By this means the greatest economy can be secured; and nowhere can skill be so well gained as at work with skilled craftsmen on the job.

There will always be a large number in our High Schools preparing for college. For these the present course of study is well suited. This, with the others, makes three well-defined lines to pursue: towards industry, towards business, and towards college. And these are the broad divisions along which school courses should be organized.

Yet they will never be well organized until these persons who use the school product are called into conference. The colleges and high schools are frequently in consultation, determining what should be done for that part of our pupils which will go into college. But for the larger fraction which enters business or industry, the preparation is guided only by those in the schools, when it should be decided jointly by those who produce and those who must use the product. If Germany has any advantages over America in her educational system, it is due to the fact that thirty years ago she took her industrial education out from the control of the Department of Religion and Education and placed it under the Department of Industry and Commerce. A Commission of men interested in education, educators, business men, manufacturers, contractors, and laboring men, should study this question together, and report their conclusions to the Board of Education. These conclusions might be only the present defects in the work of the schools; but even such a report would be worth much. If to this they should add the needs of business and industry, their findings would have a greatly increased value.

Moreover such a Commission should serve continuously. Business methods change so quickly that five years puts any course of study into the junk pile. And in methods of production, the change is kaleidoscopic. Machines do almost everything that fifty years ago was done by hand. The factory population increased forty per cent in the last ten years as against a gain of twenty-one per cent in total population. Such a rapid growth indicates a phenomenal change in the methods of production. The schools must be kept in touch with the living conditions of to-day; and the only way to accomplish this is through a Commission of the men who are making these new conditions, and know the present needs.

Business *and* Industry.

On the whole, the Survey has shown a very satisfactory condition among this group at work. There seems to be an opportunity for every one who wants to work; and the wages, in most cases, are fair. The remarkable record of the whole group in the matter of idleness shows clearly that work can be secured. When 220 boys are idle an average of only eleven days a year, conditions in business and industry must be excellent. This is only three and a half per cent of the time, while the average in Chicago reaches 37 per cent. Another interesting feature in the table showing idleness is this: idleness decreased as intelligence increased. The non-graduate averaged 13½ days a year; the graduate averaged 11 days a year; and the high school boy averaged 3½ days a year. Few men do better.

Closely related to this is the number of places in which the group worked. Here again intelligence shows its value. The non-graduate knocked about more than the graduate or high school pupil, one of them holding sixteen different jobs in seven different occupations. The average number of occupations was 2.15 for the high school boy and 3.4 for the non-graduate. The high school boy averaged 3.53 jobs; the non-graduate 4.75 jobs. Age also made a difference, the sixteen year old high school boy making the wisest choice of occupations, and finding his opportunity in advancement rather than by change to another place.

So, too, in the matter of wages, intelligence, measured by advancement in school, is a determining factor among the boys. Unfortunately it makes too little difference among the girls. The high school boy starts at $1.21 a week better than the non-graduate, and at the end of four years has increased his wages $9.22 a week against the non-graduate's increase of $7.36. This leaves them $3.07 apart in four years; and it is safe to prophesy that at the age of 25 the difference will be $8.00 to $10.00 a week. The Massachusetts commission reported a difference in the wages of shop-trained boys and those school-trained to be $4.00 at 18 years of age, but $18.25 at 25 years of age. No stronger argument for more education can be placed in our schools than a chart showing these salary increases. At present one thing is lacking in this city; there is no report on high-school graduates.

For the girls the conditions are not so favorable. A small table will show the reader at a glance the situation.

		Non-graduates	Graduates	High School
	At starting	3.58	3.96	6
14 years	In 4 years	6.69	9.32	9.33
	Gain	3.11	5.36	3.33
	At starting	4.90	4.94	5.39
15 years	In 4 years	9.70	11.06	9.24
	Gain	4.80	6.12	3.85
	At starting	3.98	3.75	5.19
16 years	In 4 years	6.50	8.95	8.42
	Gain	2.52	5.20	3.23

This shows plainly that neither age nor grade, nor both combined accomplish much for the advancement of the girls. They seem to stick at about $9.00 a week for high mark.

Another comparison will help to an understanding of the condition. If a line be drawn dividing both boys and girls into two groups: those whose increase in wages has been more than $5.00, and those whose increase has been less than $5.00, these results are secured. Of boys, 47 gained less than $5.00, 21.3% of all boys; of girls, 91 gained less than $5.00, or 69% of all girls. The complement of this is: of boys, 183 gained more than $5.00, 79.6% of all the boys; of girls, 41 gained more than $5.00, 31% of all girls. It was because of the very low initial wage, $2.50—$3.50, paid to girls, and the further fact that for many kinds of work advancement commensurate with service rendered could not be obtained, that the Committee favored a minimum wage law for girls and women.

When we compare wages here with those reported by other cities, the results are gratifying. The common wage reported by several cities for boys entering industry at fourteen to sixteen is $4.25; and for girls it varies from $3.61 to $4.26. Not many cities have made a study covering four years, so the gain can not be reported, except in Massachusetts. They found the average wage of boys at fourteen years to be $4.00, and at eighteen to be $7.00. Now in Minneapolis the average for boys at starting was not far from $6.00, and in four years it is about $14.00, a gain of $8.00 a week. For girls an initial wage of $4.17 for the non- graduate, and $5.52 for the high school girl changed to $7.75 and $9.12 for each class respectively, a gain of about $3.50 a week. All this indicates that the city is a good place to work in.

Vocational Guidance.

Vocational guidance has three functions to perform: it must exhibit the world to which boys and girls must go; it must know the child, his powers, his desires, and his weaknesses; then it must strive to fit the child for the job and the job to the boy.

In this survey little has been done with the industries, except as reports have been made upon them by the boys and girls at work. It is, however, a very important matter to have a clear picture of a city's opportunities and pitfalls. How can a child of sixteen know what he will find when he goes forth in search of a job? Many easy jobs with good pay at the beginning are really poor jobs, if there is little to learn and the years bring no increase in responsibility or advance in wages. And a hard place may be the very best, if the toil brings increase in skill or knowledge, making service so valuable that high wages must be paid to retain them. That this new world to which youth goes may not be an unknown region, a very careful survey of the business and industries should be made. Reports should be formulated upon the facts gathered, and published for use in schools and homes for the guidance of youth in the selection of occupations.

Moreover, this survey should include the physical and moral conditions of each occupation. It is the right of every youth to know whether the sanitation, the hours of labor, and the speed are calculated to throw him into the industrial junk pile at forty; or whether he will still retain his maximum earning power until sixty. And what is even more important, both boys and girls should know the moral hazard of each occupation they consider. In some of them a youth may not gain the whole world, but he is pretty sure to lose his own soul. No father or mother should for an instant consider any occupation in which honor or chastity have been given in exchange for wages. A good salary purchased with a life or a character can recommend no occupation.

Not only must the industrial world be known, but the child, too, must be understood. His teachers must watch him and find out what he can do and what he likes to do. As it is now, children have to try a number of occupations before they find their place. Some become worthless in the continuous change. With a complete record from year to year of all the tendencies of the child, with knowledge of the child gained from his parents in the home, with a careful examination of him to determine any physical weakness or defect, or any peculiar physical power, it would surely be possible to give some wise guidance that would at once set him in the way to his surest success. That such facts may be collected and tabulated, the Committee recommends a set of three cards, which shall follow the child and place in the hands of his vocational adviser a fund of information to assist in the choice of his life's work. Then it should be the duty of the school to arrange a child's work in school so that he shall make the most of his powers. Place

before the fourteen year old boy his future as it has been determined after careful study, then put before him the means of preparing for the life, and there is a motive for study and work. Then children will not fly from our schools because they are not worth while; but they will remain, knowing that the expense and time will be repaid many times by increased skill or knowledge and increased pay.

To do all these things requires labor. Teachers would have to study children as they have never done before. The environment must be known, too; and that necessitates visits to the home. But schools will be better and teaching will be better when this relation with the home is established. One thing the teachers cannot do; they cannot make the surveys of the city. The Board of Education must do this; and when one considers the rapid changes in Minneapolis, the work must be continuous, else we shall be preparing boys and girls for jobs that have ceased to be, while other occupations will be in need. And the Board of Education should organize a Department of Vocational Guidance, with experts to advise youths. This Department should include the work done by Mr. Ashworth. By this Department, too, should be kept a complete record of all boys and girls, setting out each change in position and wages, so that these would be a guide for those coming later. Everything should be done to answer the call of industry, and to fit youth for his place in this world.

SIGNED:

George H. Elwell
Charles Fischer
Anna Fox
T. W. Gilbert
George M. Gillette
Frank Hoffman
Lydia Herrick, Secretary
Stiles P. Jones
Lowell E. Jepson
Don D. Lescohier
W. B. Northrop
D. H. Painter
Anna H. Phelan
E. V. Robinson
George E. Vincent
Norman Wilde
W. F. Webster, Chairman
S. Wirt Wiley

APPENDIX I.

WAGES AND THE STANDARD OF LIVING IN MINNEAPOLIS.

Don. D. Lescohier
Frank M. Hoffman

State Labor Bureau.

choice?

Next to his chance of a wife and of his moral standards the most important choice that a boy makes is the choice of his vocation. And in many cases his vocation determines both of the others. His vocation directly affects his health; his intelligence and his character; it determines his income, and through his income his standard of life, his and his children's opportunity of culture, their associates, and their prospects of advancement. These facts give vital interest to the question of wage standards in the various industries.

The wage earners of Minneapolis with their families constitute nearly four-fifths of the city's population. The factory inspection report of the state labor bureau for 1910 showed 70,333 wage earners in the industries of the city, 8300 of whom were employed at office work and 62,032 in manual and mercantile occupation proper. Eighty-six branches of manufactures employed in the manual occupations 24,829 men and boys and 7404 women; the contracting industries, 5762; mercantile employments 8852 men and 3643 women; the public utilities (light, power, transportation, telephone and telegraph industries) 6938 men and 678 women; and the personal service industries (barber shops, hotels, laundries, etc.) 2170 men and 2756 women. Two hundred and seventy-five of the persons employed in these several branches were below sixteen years of age, 162 boys and 113 girls. Only 21 of the boys and three of the girls were employed at office work, the remainder being at work in the regular occupations of the industry.

The industrial distribution of the child workers, i. e., the boys and girls between 14 and 16 years of age, is of some interest. It can be most concisely shown in tabular form.

	Boys	Girls
Office work (all industrial)	21	3
Manufacturing	92	32
Mercantile	40	63
Personal Service	4	13
Public Utilities	5	2
Total	162	113

The most recent figures on Minneapolis wages, other than union wages, are those given by the Minnesota Bureau of Labor in its twelfth biennial report, published in 1910. Union wages are available for 1912. (See Appendix II) The figures given in the 1910 report show that 37% of the male workers of the state employed in manufacturing and mercantile industries are paid less than $12.00 a week; 72.6% less than $15.00; and only 6.5% more than $21.00. It must be borne in mind, of course, that a considerable proportion of those paid less than $12.00 a week are boys and young men who have not reached their maturity as workmen;

but it is also true that many thousands of these low paid workers are men with families dependent on them. The facts are not much different for Minneapolis than for the state as a whole. Approximately one-half of the wage earners of the state are in the three large cities, while a considerable proportion of the others are in cities—such as Brainerd, Red Wing, and Winona—where trade unions have almost, if not quite, as great an influence on wages as in the large cities. Wages would be slightly higher in the general industries of Minneapolis than in the state, but the difference would not be large. In both cases it would be true that between two-thirds and three-fourths of the adult males with families to support earn from $10.00 to $15.00 a week.

With respect to women's wages the same report shows the following facts for the women workers of the state:

	Group Pct.		Cumulative Pct.
Less than $5.00	10%		
$ 5.00 but less than $ 6.00	19	Below $ 6.00 a week	29%
$ 6.00 but less than $ 7.00	18	Below $ 7.00 a week	47
$ 7.00 but less than $ 8.00	13	Below $ 8.00 a week	60
$ 8.00 but less than $ 9.00	10	Below $ 9.00 a week	70
$ 9.00 but less than $10.00	18	Below $10.00 a week	88
$10.00 and more	12	$10.00 and over	100

A detailed presentation of the earnings of the 70,000 wage earners of Minneapolis is not required for the purposes of this report and we shall attempt no more than to indicate the wage rates prevalent in some of the leading industries and occupations. Wherever possible we shall use data compiled from Minneapolis industries, but in a few cases where Minneapolis data is scanty we will use the figures compiled for the entire state. As we have said previously, these do not vary materially from the facts for Minneapolis.

The largest industry in the city in point of number of persons employed is the woodworking industry, which employs about 8,000 persons. It is not an industry of high wages, though some branches of the industry make a much better showing than others. Approximately 52% of the males at work in sawmills and woodworking factories earn less than $12.00 a week; 25 per cent, between $12.00 and $15.00; 13 per cent, between $15.00 and $18.00; 7 per cent, between $18.00 and $20.00; and 3 per cent, $20.00 or more. A large proportion of those paid below $12.00 a week are young men without families dependent on them and the reader is warned against the common fallacy of reasoning as if they were all men with families dependent upon them. Nevertheless, many are such men. More significant, however, than the large percentage paid below

NOTE:—We have in our possession a separate tabulation of Minneapolis wages which will conclusively support this statement.

$12.00 a week, is the fact that fully one-half of all the workers in the industry are paid from $10.00 to $16.00, which indicates that the large group of young men working in their youth for less than $12.00 a week, have little prospect of appreciably higher earnings when they reach their maturity.

The facts vary somewhat for the various branches of the wood industries, and are shown by the following summary:

PERCENTAGE OF MALES

	Below $12	From $12 to $15	From $15 to $18	From $18 to $20	$20 and over
1. General Woodworking	23%	25%	13%	7%	2%
2. Wagon and Sleigh	52%	26%	11%	9%	2%
3. Box Manufacturing	47%	37%	9%	3%	4%
4. Saw Mills	37%	44%	10%	4%	5%
5. Furniture Mfg.	28%	29%	29%	8%	6%
6. Sash and Door	20%	31%	32%	11%	6%

More than one-half (53%) of the girls and women employed in wood working factories were earning $6.00 but less than $7.00; 18.5%, $7.00 but less than $8.00; and 5.50%, $8.00 but less than $9.00. Practically none were paid less than $6.00, and 23% earned $9.00 or more.

The foundries, machine shops and metal working industries form another important group of manufacturing employments. Over 5,000 men (5223) were reported by these industries in 1910. The distribution by wage groups was as follows:

	Foundries and Machine Shops	Sheet Metal Trades
Below $9.00 a week	5%	9%
$ 9.00 but less than $12	24%	10%
$12.00 but less than $15	32%	26%
$15.00 but less than $18	14%	12%
$18.00 but less than $21	16%	21%
$21.00 and over	9%	22%

The iron industries therefore present a more hopeful outlook to the young man than do the wood industries. Earnings above $15.00 a week are obtained by nearly half of the men in the industry and earnings above $18.00 by fully a third.

Flour milling, the industry for which Minneapolis is most widely known, employed, in 1910, 2726 persons, of whom approximately

NOTE:—Wherever such an expression as "between $12.00 and $15.00" is used, it really means "from $12.00 to $14.99, inclusive." In other words, it means "up to, but not including" the larger figure.

200 were women. Wages in the mills commonly range from $9.00 to $20.00 a week. Only about 3 per cent of the entire force earn $21.00 a week or over. About a fifth of the total force (19.5%) are paid less than $12.00 a week; half of them, from $12.00 to $15.00; another fifth (18.5%), from $15.00 to $18.00; and about 10 per cent, from $18.00 to $21.00.

The 143 women reported by the industry were largely office employes, and their average wage is therefore high. Only 5 per cent are paid less than $6.00 and 14 per cent, between $6.00 and $7.00 a week. Twenty-eight per cent are paid between $7.00 and $10.00, and 53 per cent, $10.00 or over.

The other food manufactures employed in all about 2800 persons; of whom 754 were in bakeries; 534, in confectionery manufacturies; 365, in creameries and ice cream factories; and 1155, in miscellaneous food manufactures. The wage distribution in the various groups was as follows:

MALES—PERCENT EARNING.

	Below $12	$12-$15.	$15-$18	$18-$20	$20 and over
Bakeries	12%	22%	38%	14%	14%
Confections and crackers	59%	22%	15%	4%	.....
Creameries	36%	27%	12%	15%	10%
Misc. Food Mfg.	46%	33%	9%	7%	5%

FEMALES—PERCENT EARNING.

	Below $5	$5-$6	$6-$7	$7-$8	$8-$9	$9 and over
Bakeries	23%	14%	.....	.....	.....	8%
Conf. & Crack.	44%	9%	12%	26%	.....	9%
Creameries	.....	.....	23%	.....	62%	15%
Misc. Food. Mfg.	28%	11%	25%	10%	9%	17%

The facts for a few other leading industries may be summarized as follows:

MALE EMPLOYES.

	Below $12	$12-$15	$15-$18	$18-$20	$20 and over
Printing and Publishing	24%	19%	10%	17%	30%
Boots, Shoes and Leather Products	23%	28%	18%	9%	22%
Telephone	28%	18%	33%	11%	10%
Street Railways	7%	43%	23%	22%	5%
Laundries	32%	23%	34%	11%	.....
Wholesale Mercantile	23%	30%	15%	7%	25%
Railroad Shops, Round Houses, Car Repairers	20%	55%	11%	7%	7%

FEMALE EMPLOYES (of state)

	Less than $5.00	$5.00-$6.00	$6.00-$7.00	$7.00-$8.00	$8.00-$9.00	$9.00 & over
Printing	5%	3%	6%	6%	6%	74%
Bag Mfg.		8%	26%	18%	8%	40%
Garment Mfg.	10%	5%	21%	20%	19%	25%
Paper Boxes	13%	7%	15%	12%	7%	46%
Department Stores	15%	2%	11%	6%	5%	61%
Cigar Making	8%	8%	6%	3%	2%	73%
Knitting Mills		1%	3%	1%		95%
Laundries	9%	4%	27%	20%	6%	34%

In addition to the industry averages which we have been presenting and the trade union rates of wages that we shall call attention to in a moment, it is worth while to note the earnings in certain well defined occupations which illustrate typically the prevailing incomes of wage earners. Teamsters are ordinarily paid from $12.00 to $15.00 a week in Minneapolis, though about a fourth of the entire number reported earned higher wages,—generally $3.00 a day. Harness makers make from $2.50 to $3.50 a day, with about $3.00 a day—$18.00 a week—as the normal wage. Upholsterers are about equally divided between $15.00 to $18.00 a week and the $18.00 to $20.00 groups. Bakers in most cases receive close to $3.00 a day—a few earning more, and about a fifth of them less. The wages of salesmen commonly range from $2.00 to $3.50 a day, though exceptional men sometimes earn a higher wage, and promotion to positions of management is an ever-present possibility. The prevailing rates for office clerks, i. e. bookkeepers, cashiers, etc., are from $12.00 to $15.00 a week, though a considerable number earn more than $15.00 a week who have displayed especial abilities.

The wages of common laborers range from $9.00 a week to $15.00, with the great majority earning from $10.50 to $15.00.

About a third of the girls and women employed as seamstresses earns from $6.00 to $7.00 a week; 60 per cent, from $9.00 to $10.00; and 7 per cent, over $10.00. Stenographers commonly receive from $9.00 to $15.00 a week, after they have had experience; though a few work for less than $9.00, and some with exceptional ability earn from $75.00 to $125.00 a month.

Telephone operators were distributed among the wage groups as follows: 22 per cent below $5.00; 30 per cent from $5.00 to $6.00; 20 per cent from $6.00 to $7.00; 11 per cent from $7.00 to $8.00; 10 per cent from $8.00 to $9.00; and 7 per cent, $9.00 and over. The wages of dressmakers are generally between $1.50 and $2.50 a day when working either for private customers or for department stores, garment factories and other employers.

Union wages in Minneapolis in 1912 are given in Appendix II. They average $3.95 a day—an increase of 70 cents over the $3.25 average prevalent in 1908 and of $1.00 over the $2.95 average in 1902. This represents an increase of 34 per cent during the last decade or, in effect, since the recovery of business after the de-

pression of the nineties. Very few wage increases were obtained between 1898 and 1902, and of course none during the depression.

The rise of food prices during the fifteen years in question has been 65 per cent, of rent in Minneapolis about 30 per cent, of general wages between 20 per cent and 25 per cent, of union wages in Minnesota 31 per cent, and of union wages in Minneapolis 34 per cent. A part of the wide divergence between the rise of commodity prices and the rise of wages is due to the facts that prices always rise before and more rapidly than wages; that 23 per cent of the price increases has occurred in the last two years and wages have not had time to advance materially in response to the price movement; and to the rapidity of the increase in commodity prices.

The investigation of family incomes and expenditures conducted by the state labor bureau in 1910 showed that the average number of rooms occupied by working men's families in Minneapolis had decreased from 5.94 rooms to 4.77 rooms between 1890 and 1910; that the average rent per family had increased but slightly; and that the average rent per room had increased 28 per cent. In other words, the working people of Minneapolis have met the rise in rents and prices of the last twenty years by lowering their standard of housing—at least with respect to the amount of room used. With food, clothing, and miscellaneous expenses rising steadily, and more rapidly than wages, it is not strange that rent has been kept down as low as possible. Rent is an elastic cost and a family can live in fewer rooms more easily than it can reduce its loaves of bread or its amount of clothes.

Rent and food constitutes three-fourths of the average workingman's expenditures, and it is only the highest priced workmen or those with abnormally small families that can keep these two items from consuming 60 per cent of their earnings. The pressure of current living costs upon workingmen's incomes was clearly shown by the labor bureau's 1910 investigation, but must be much more intense since the 23 per cent rise of prices of the last two years. A family of five has a hard time to make ends meet on earnings of $15.00 a week when work is steady and no abnormal expenses, such as those for sickness or accident, are incurred. The least that can be expected if the present pressure of workingmen's expenditure on their incomes continues is a diminution of the birth rate among the best classes of wage earners. Either that, or a marked rise of wages, or a fall in the standard of living, must take place, with respect to a majority of the wage earners. In fact, all of these results are being worked out in the cases of various families and groups. Observers have already begun to notice the falling off of the birth rate among the skilled mechanics and higher grades of laborers; the fall in housing standards is only indicative of decreases in food and clothing standards that can be observed in many families; and wage increases are taking place in various trades and occupations. The switch man's wife testifying before the arbitration board expressed the experience of many families when she said, "If I fed the children what they ought to have to eat there would not be enough to go around. We can afford

meat only once a week, we use imitation butter, and we do not eat eggs." And also the other one who said, "I used to allow $30.00 a month for the table for a family of three. It costs $45.00 now, and we don't live so well."

The facts ascertained in Minneapolis with respect to rents brought out very clearly the difficulty that normal sized families encounter in making ends meet on an income of from $12.00 to $15.00 a week. As families with this income, which we have shown is the income secured by close to three-fourths of the wage earners of Minneapolis, and more than the income of thousands, increase in size it was found that their rent expenditures decreased rather than increased. This, of course, is just the reverse of the normal situation. As the family increases in size, from three persons to more than three, it should be moving into larger rather than smaller quarters, and spending more rather than less money for rent. When the increase in food costs incident to an increase in the size of the family forces poorer housing upon the family, it means that the minimum amount had previously been set aside for medicine, clothes, recreation, etc., under the first condition, and that the only place from which the amount needed for more food could be secured was the elastic element, rent.

That this is an anomaly is shown by an examination of the more highly paid groups studied in the same investigation. In these cases rents, as well a food costs, increased with the growth of the family, and the amount set aside for clothing, recreation, etc., was the one reduced.

The inevitable conclusion from these facts seems to be that at the present time an income of $15.00 a week is barely sufficient for a normal sized family's need when employment is reasonably steady, and no unusual adversity comes. And the conclusion equally inevitable that the vast majority of Minnesota's (and Minneapolis') wage earners are earning barely enough for subsistence.

(1) Training and counsel that will lead to a more efficient use and sale of his labor power by the wage earner is a crying need of our times. The diversion of labor from the poorest paid employments and its training along lines of higher efficiency will help the wage earners to reach a permanently higher wage level. Even more can be accomplished by a healthy public sentiment demanding that the wage earner shall profit at least as much as his employer by the rise of prices.

(1) This point may occur to someone. "If they are earning barely enough for subsistence how they can afford picture shows, lodges, and other pleasures or associations that cost money?" The answer is simple. Recreation is a craving that will be satisfied even if real necessities are thereby sacrificed. Nothing in this field of economics has been more substantially proved in recent years than the prevalence of insufficient food and insufficient clothes among the working classes. Many of these legitimate pleasures and activities are obtained by a sacrifice of things which, at least physically, seem to us more necessary. No one wants to merely toil all his life, and those persons who criticize the wage earners at this point overlook some of the fundamentals of human nature.

APPENDIX II.

SCHEDULE OF WAGES AND HOURS OF LABOR FOR UNIONS OF MINNEAPOLIS.

1912.

APPENDIX II.

SCHEDULE OE WAGES AND HOURS OF LABOR FOR UNIONS OF MINNEAPOLIS.

1912.

UNION SCHEDULE OF

Local Union	Hours Daily	Hours Weekly	Wages Male	Wages Female	Remarks
Bakery and Confectionery Workers' Union	9	54	$2.70		
Barbers' Union	11	71	2.33		
Bill Posters' and Billers' Alliance	10	52	2.50-4.00		Day and piece work
Blacksmiths and Helpers, Brotherhood of	9	54	1.98-3.15		Blacksmith $3.15 Helpers $1.98
Bookbinders, Brotherhood of	9	49	3.24		
Brewers' and Malsters' Union	8	48	3.25		
Beer Drivers' Union	10	60	2.50-3.08		Regular drivers 3.08 Helpers $2.50 Barn Men $2.66
Beer Bottlers' Union	8	48	2.67		
Bricklayers' and Masons' Union No. 2 (Bricklayers)	8	48	5.20		
Bricklayers' and Masons' Union No. 5 (Stonemasons)	8	48	4.40		
Bridge and Structural Iron Workers' Ass'n.	8	48	4.50		
Broom and Whisk Makers' Union	9	54	2.50		
Carmen, Brotherhood of Railway, No. 112	10	60	2.25		
Carmen, Brotherhood of Railway, No. 520	10	60	2.45		
Cabinet Makers' Union	9	54	3.00		
Carpenters' and Jointers' Union	8	48	4.00		
Parquet Floor Layers' Union	8	48	4.00		
Cigar Makers' Union	8	48	2.25	2.25	Piece work Average earning
Clerks' Ass'n. Retail	9½	57	2.50	1.16	Average wages.
Conductors, Order of Railway	10	70	4.50-5.50		Passenger $5.50 Freight $4.50
Coopers' Union No. 26	10	64	2.20		Piece work Average earnings
Coopers' Union No. 62	8	48	3.00-3.20		
Coopers' Union No. 75 Machine Operators	10	60	3.00		
Electrical Workers' Union No. 24 (Linemen)	9	54	3.08		
Electrical Workers' Union No. 292 (Inside Wiremen)	8	48	4.00		
Electrical Workers' Union No. 541 (Fixture assemblers and hangers)	8	48	3.50		
Stereotypers' and Electrotypers' Union No. 97 (Electrotypers)	9	54	3.00		
Stereotypers' and Electrotypers' Union No. 16 (Stereotypers)	8	48	3.25		
Elevator Constructors' Union	8	48	2.40-4.00		Machinists $4.00 Helpers $2.40

Local Union	Hours Daily	Hours Weekly	Wages Male	Wages Female	Remaks
Engineers' Union (Stationary)	8	48	3.00		Average
Engineers' Union (Hoisting)	9	54	4.50		
Engineers, Brotherhood of Locomotive No. 357	10	70	4.25-5.40		Passenger $5.40 Freight $4.25
Engineers, Brotherhood of Locomotive No. 494	10	70	3.75-5.80		Wages vary according to size of engine.
Engineers, Brotherhood of Locomotive No. 625	10	70	4.25		
Firemen and Engineers Brotherhood of Locomotive, No. 82	10	70	4.00		
Firemen and Engineers Brotherhood of Locomotive, No. 510	10	70	2.50-3.65		Wages vary according to size of engine.
Firemen's Union Stationary	8	56	2.50		
Freight Handlers' Union, No. 89	10	60	2.15		
Freight Handlers' Union, No. 142	10	60	2.25		
Freight Handlers' Union, No. 172	10	60	2.25		
Garment Workers' Union	9	54	2.00-4.00	1.00-3.00	Piece work Wages vary
Glass Workers' Union (Cut Glass)	9½	55	2.50		Mostly piece work
Granite Cutters' Ass'n.	8	48	3.40		
Hod Carriers' and Building Laborers' Union	8	44	3.25		
Hotel and Restaurant Employes' Alliance and Bartenders' League:					
Bartenders' Union	9	59	3.00		
Cooks' Union	10-18	60-72	2.25		Average wages
Waiters' & Waitresses' Union	10-12	60-72	1.45	1.25	
Lathers' Union	8	48	4.00		
Leather Workers on Horse Goods, United Ass'n. of	9	54	2.75		
Lithographers' Union	8	48	4.00		
Machinists' Ass'n. No. 91 (Contract shops)	9-10	54-60	3.15-3.50		
Machinists' Ass'n. No. 477 (Railroad shops)	9	50	3.70		
Marble Workers' Ass'n.	8	48	2.50-5.00		Helpers $2.50
Mineral and Soda Water Bottlers' Union	10	60	2.25		
Molders' Union, Iron	9	54	3.30-3.75		
Musicians' Union	6	42	5.00	5.00	Average earnings of regular musician.
Painters', Decorators' and Paperhangers' Union, No. 880 (Sign writers)	8	48	4.00		
Painters', Decorators' and Paperhangers' Union, No. 186	8	48	3.60		
Pattern Makers' League	9-10	50-54	4.00		
Photo Engravers' Union	8	48	4.50		
Plasterers' Ass'n.	8	44	5.60		
Plumbers' and Gas Fitters' Union, No. 15	8	48	4.50		
Sprinkler Fitters' and Helpers' Unions, No. 417	8	48	2.50-4.00		
Steam Fitters' Union, No. 539	8	48	4.50		Helpers $2.50
Press Assistants' Union	8	48	2.25	2.25	
Pressmen's Union	8	48	3.25		
Sheet Metal Workers' Union	8	48	4.00		
Stage Employes' Union, Theatrical, No. 13	6	42	3.15		

Local Union	Hours		Wages		Remarks
	Daily	Weekly	Male	Female	
Moving Picture Machine Operators' Union, No. 219	9	63	3.30		
Stone Cutters' Union	8	48	4.50		
Suspender Workers' Union	8	48	2.00		
Switchmen's Union No. 7	10	60	3.20.		
Switchmen's Union No. 30	10	60	3.50		
Tailors' Union	9½	57	2.25	1.50	Piece work Average
Team Owners' Union No. 21	8-9	48-54	4.50		Includes team
Hack and Cab Drivers' Union, No. 350	12	84	2.00		Average earnings.
Ice Wagon Drivers' and Helpers' Union No. 221	10	60	2.50-3.07		Drivers $3.07 Helpers $2.50
Trainmen, Brotherhood of Railroad, No. 102	10	70	2.50		Average
Trainmen, Brotherhood of Railroad, No. 625	10	70	2.50		Average
Typographical Union, No. 42	8	48	3.89	3.89	Average
Mailers' Union No. 27	8-10	48-60	2.00		
Upholsterers' Union	9-10	54-59	2.90-3.25		Railroad men $2.90 Retail men $3.25

APPENDIX III.

PROPOSED RECORD CARDS FOR USE IN VOCATIONAL GUIDANCE.

1. PERSONAL RECORD.
2. ATTENDANCE RECORD.
3. PHYSICAL RECORD.

Minneapolis Public Schools

PERSONAL RECORD

Name _____ Address _____

Date of birth _____ Place of birth _____

Nationality { Father _____ " " "
Mother _____ " " "

Occupation { Father _____ Education { Father _____
Mother: at home / away from home _____ Mother _____

Education parents expect to give child { Age / Grade
of _____

Physical condition of home { Good / Bad

Other facts concerning home

Dates of visits to home

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Made by

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

ESTIMATE

Manual Sense		Reliability
Commercial "		Resourcefulness
Mathematical "		Industry
Scientific "		Adaptability
Language "		Punctuality
Aesthetic "		Memory
Play "		

Personal Habits { neatness / cleanliness

Use of { tobacco / alcoholic drinks

Conduct

Peculiarities Mental defects

Child's Plan For Career:

At grade 6

7

8

High School

Minneapolis Public Schools
Department of Hygiene

PHYSICAL RECORD

Name _____ Sex _____ Birthplace _____ Date of birth _____

Family History

Nationality of Father _____ of Mother _____

Number other children _____ No. of child _____

Father's or Mother's Condition — Physical _____ Tuberculosis _____ Rheumatism _____ Cancer _____ Heart disease _____ Specific disease _____

Personal History

Previous illness: Scarlet fever _____ Measles _____ Mumps _____ Typhoid _____ Diphtheria _____ Whooping cough _____ Pneumonia _____

Physical Examination

Years in school	1	2	3	4	5	6	7	8	9	10	Years in school	1	2	3	4	5	6	7	8	9	10
Grade											Grade										
Date of exam.											Nervous disease										
Vaccination											Heart										
Diseases this year											Lungs										
Excluded											Skin disease										
Mentality											Orthopedic defect										
Conduct											Rachisis										
Effort											Abdomen										
Proficiency											Vision R										
Height											L										
Weight											Other eye disease										
Chest girth											Hearing R										
Chest expansion											L										
Pulse											Discharging ear										
Temperature											Breathing										
Headache											Speech										
Nutrition											Teeth										
Anemia											Tonsils										
Enlarged glands											Adenoids										

Date of Examination	Special Diagnosis	Treatment Recommended	Treatment Given

Minneapolis Public Schools

ATTENDANCE RECORD

No. and date of semester		Class and Att. Grade	Class	Days	Where Admitted School	Where Received School	School
I							
II							
I							
II							
I							
II							
I							
II							
I							
II							
I							
II							
I							
II							
I							
II							
I							
II							
I							
II							
I							
II							
I							
II							
I							

Name

Date of birth

Address

Date of enrollment

Place of enrollment

Parent or guardian

Occupation

Reasons for leaving

1.

2.

3.

IRREGULARITY OF ATTENDANCE

Date of entry	Truancy	Sickness	Other	Method of treatment

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